

BRAWLEY UNION HIGH SCHOOL

Home of the Wildcats



Brawley Union High School
480 North Imperial Avenue
Brawley, CA 92227

SELF-STUDY REPORT

March 23, 2020 - March 25, 2020

Western Association of Schools and Colleges





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Preface





**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
ACCREDITING COMMISSION FOR SCHOOLS
VISITING COMMITTEE**

Mrs. Caroline J. Cota - Chairperson

Principal, Desert Hot Springs High School
65850 Pierson Boulevard
Desert Hot Springs, CA 92240

Mr. Danny Costa

History/English Teacher
Bonsall High School
7350 West Lilac Road
Bonsall, CA 92003

Mrs. Amanda Gonzales

Teacher
Mountain Empire High School
3305 Buckman Springs Road
Pine Valley, CA 91962

Mr. Mark Hailwood

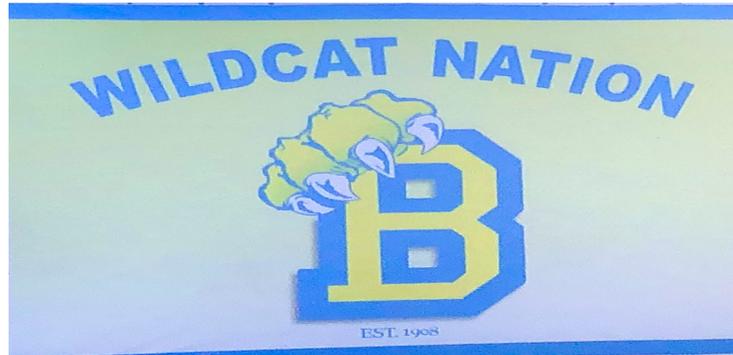
Principal
Valley Center High School
31322 Cole Grade Road
Valley Center, CA 92082

Ms. Suzanne Miyasaki

Principal
San Pasqual Academy
17701 San Pasqual Valley Road
Escondido, CA 92025

Mr. Edgardo Rosales

Math Teacher
Calipatria Unified School District
601 W. Main Street



Brawley Union High School District Governing Board Members

Mr. Rusty Garcia, President
Mr. Gabriel Contreras, Vice-President
Mrs. Karin Morgan, Clerk
Mrs. Carol Sassie, Trustee
Mrs. Patti Wilson, Trustee

District Administration

Mr. Simon Canalez, Superintendent
Mrs. Jennifer Layaye, Chief Business Official
Mrs. Jennifer Alvarez, Director of Human Services
Ms. Jessica Aceves, Director of Special Education
Mrs. Bonnie Bunguia, Director of Curriculum and Instruction
Mrs. Jonine Trevino, Special Projects Coordinator



School Site Administration

Mr. Jesse Sanchez, Principal
Mr. Gregory Smith, Assistant Principal

Brawley Union High School Focus on Learning Accreditation

WASC Self-Study Leadership Team

Mr. Jesse Sanchez, Principal
Ms. Sandra Ross, WASC Self-Study Accreditation Coordinator
Ms. Emily Milan, WASC Self-Study Accreditation Coordinator

Focus Group Leaders

Mr. Lawrence Landy and Mr. Jason Contreras
Focus Group A: Organization: Vision and Purpose, and Governance

Mr. Danny Hernandez and Mr. Frank Cervantes
Focus Group A: Organization: Leadership and Staff

Mrs. Beth Carson and Ms. Sherrie Newell
Focus Group A: Organization: Resources

Mrs. Cindy Hardie
Focus Group B: Standards-based Student Learning: Curriculum

Mr. Israel Rico
Focus Group C: Standards-based Student Learning: Instruction

Mr. Andy Magana and Mr. Albert Padilla



Mr. Victor Martinez and Mr. Alfredo Ibarra

**Focus Group E: School Culture and Support for Student Personal,
Social-Emotional, and Academic Growth**

Brawley Union High School Staff Roster 2019-2020

Certificated:

Acosta, Isaac - Science
Alvarez, Octavio - Math
Alvarez, Salvador - Math
Archer, Maryann - Math
Archer, Jonathan Jr. - CTE/ Fine Arts/ Graphic Design
Baker, John - English
Barrera, Jose - Math/ Computer Science
Belellano, Abraham - Resource Teacher/ Testing Coordinator
Belellano, Adriana - English/ Publications
Brewer, Billy - Athletic Director
Camargo, Melanie - English
Carranza, Pedro - Special Education
Carrillo, Allison - Science
Carson, Bethany - Special Education
Castillo, Alejandro - Counselor
Castro Vega, Imelda Veronica - Migrant Counselor
Cervantes, Frank - CTE/ Industrial Arts/ Welding
Contreras, Jason - CTE/ Fine Arts
Corona, Esteban - Fine Arts
Crankshaw, Michael - CTE/ ROP/ Criminal Justice
Dion, Sarah - Physical Education
Drysdale, Margaret - English
Eaton, Erlinda - English
***Escobar, Irene - English/ Department Chair**
Esquivel, Jerad - CTE/ ROP/ Landscaping
Felix, Francisco - Counselor
Felix, Ruben - Counselor
Finnell, Phillip - Social Science



Fong, Guillermo - Math

***Gray, Renee - Special Education/ Department Chair**

Hardie, Cindy - Math

Hernandez, Daniel - Social Science

Ibarra, Alfredo - Physical Education

Ibarra, Angelica - Special Education

Landy, Lawrence Jr. - Math

Ledon Olguin, Metzly - Spanish

Levy, Penelope - Science

***Lopez, Raymond - Fine Arts/ Department Chair**

Lucky, D'Ann - Math

Lyon, Amanda - English

Mackenzie, Laura - English

***Magana, Adrian - Physical Education/ Department Chair**

Magana, Angelica - Spanish

***Magana Galarza, Andy - Math/ Department Chair**

Marin-Tomboc, Graciela - English/ Leadership

***Martinez, Victor - Social Science/ Department Chair**

Meek, Carole - CTE/ Nursing

Mendez, Francisco Jr. - English

Milan, Emily - Science

Montano, Francisco - Social Science

***Newell, Sherrie - Freshman Seminar/ Department Chair**

Nickel, Jennifer - Science

Noujaim, Nabil - Speech Therapist

Nunez, Daniel - Social Science

Nunez, Thomas - Math

Oceguera, Martha - Social Science

Olivar, Sandra - Science

Ortega, Miguel - Science

***Padilla, Albert - Science/ Department Chair/ Social Science**

Padilla, Pamela - Math

Pantle, Rosa Belia - Spanish

Perez, Jose Jr. - Social Science

Perez Zavala, Evelyn - Psychologist

Phillips, David - English

Pirrie, Lizbeth - Freshman Seminar/ Spanish

Ramirez, Xochitl - Spanish

Ray, Cathy - Special Education



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Raczka, Albert Jr. - Psychologist

Rico, Israel Sr. - Social Science

Ross, Sandra - English

Ruiz, Israel - Science

***Sanchez, Adrian - Spanish/ Department Chair**

Schofield, David - Freshman Seminar/ Physical Education

Seeger, Danielle - English

Self, Dina - ASB/ Leadership

Shank, Catherine - CTE/ Foods

Smith, Marc - Opportunity

***Smith, Matthew - CTE/ Industrial Arts/ Electrical App / Department Chair**

Smith, Randy/ CTE/ ROP/ Construction / Facilities Supervisor

Tamayo, Cynthia - Science/ Psychology

Taylor, Michelle - CTE/ Agriculture

Terrazas, Frances - Psychologist

Trevino, Jonine - Resource Teacher/ Special Projects

Vanderlinden, Leslie - Special Education

Villon, Susana - Counselor

Whitehead, Steven - Social Science

Wise, Jeffrey - Intervention Counselor

Young, Lashana - Physical Education

Classified:

Acevedo, Cecilia - Technology Facilitator

Alcantar, Carlos - Field Maintenance Technician

Alvarez, Roxanne - Health Aide

Atienzo, Maria - Cafeteria Helper

Bastidas, Ana - Special Education Secretary

Cardenas, Antonio - Custodial Foreman

Cardenas, Fernando - General Maintenance/ Custodian

Cortez, Sandra - Principal's Secretary

De La Parra, Evelyn - Instructional Aide II

Dominguez, Maria - Child Development Site Supervisor

Dubose, Helen - Accounts Payable Clerk II

Encinas, Margie - Cafeteria Head Cook

Espericueta, Amalia - Attendance Clerk

Espinoza, Esther Sinai - Technology Facilitator



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Espitia, Susan - Instructional Aide I
Fajardo Bojorquez, Victor - Bus Driver/ Maintenance
Flanders, Kneena - General Maintenance/ Custodian
Franco, Myra - Bookkeeper / Payroll & Benefits
Garcia, Alex - Truant Officer
Garcia, Gloria - Maintenance/Operations & Transportation Clerk
Garcia, Ruben Jr. - Security Aide
Gavina, Verenice - Instructional Aide II
Gilder, Jimmy - Computer Network Technician
Gonzalez, Laura - Child Development Permit Teacher
Gonzalez, Luis Rigoberto - General Maintenance / Custodian
Gonzales, Adrian Jr. - Instructional Aide II
Haley, James Williams - Safety & Security Services Coordinator

Hernandez, Jessica - Cafeteria Helper
Hernandez, Louis - General Maintenance/ Custodian
Lau, Valeria Cecilia - ASB Office Clerk
Ledon, Jorge - Bus Driver/ Maintenance
Leon, Antonio - Supervisor of Maintenance/ Operations & Transportation
Loya, Dolores - Cafeteria Helper
Martin, Alicia - Office Clerk Student Support Services
Martinez, Casimira - Human Resources Manager
Martinez, Julie - Child Development Site Supervisor
Martinez, Mercedes - Switchboard Operator
Mendez, Leonard Jr. - Security Aide
Montoya, Belinda - Instructional Aide II
Moraz Orozco, Jose - Construction Technician Helper
Orozco, Carolina - Preschool Office Clerk
Ortiz, Mary - General Maintenance/ Custodian
Ortiz, Nancy - Cafeteria Helper
Partida, Omar - Field Maintenance Technician
Partida, Raul Jr. - Construction Technician I
Piceno, Rene - Security Aide
Pina, Jesus - Bus Driver/ Maintenance
Rebollar, Mark - Van Driver
Renteria, Diana - Data Entry Specialist
Rodriguez, Julio - Security Aide
Romero, Yuliana - English Language Learner Support Liaison
Ruiz, Miguel - Construction Technician II- Lead
Ruvalcaba, Gloria - Infant Care Center Instructional Aide



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Sanchez, Andy - General Maintenance/ Custodian
Sanchez-Banda, Esther - Security Aide
Segura, Mary - Library/ Textbook Clerk
Self, Alan - Custodial Foreman
Self, Brandon Jr. - Instructional Aide II
Silva, Maria Isabel - Registrar
Silva, Rosa - Attendance Clerk
Sosa, Imelda - Deputy Principal's Secretary
Tapia, Raquel - Accounts Payable Clerk I
Torres, Christopher - Security Aide
Torres, George - Bus Driver/ Maintenance
Valtierra, Angelita - Counseling Center Receptionist
Vandiver, Raymond - Physically Limited Aide
Velasco, Christina - Executive Assistant to Superintendent
Velix, Elisa - Child Development Permit Teacher

Villa, Ruben - Security Aide
Villareal, Veronica - Instructional Aide II
Villasenor, Rosalba - Instructional Aide II
Williams, Stephanie - Instructional Aide II
Ybarra, Maryann - Instructional Aide I
Young, Brandin - Instructional Aide II
Zamora, Maria - Instructional Aide II
Zamora Unzon, Ilse - Instructional Aide II
Zendejas, Dolores - Security Aide
Zuniga, Edward Jr. - General Maintenance / Custodian
Zuno, Rita - Family Resource Center Director





Chapter I: Progress Report



CHAPTER 1: PROGRESS REPORT

Brawley Union High School earned a 6-year WASC accreditation in March 2014 with a two-day mid-cycle visit three years later in March 2017. In 2014 the WASC Visiting Committee left us with six recommendations, which we have incorporated into our school site plan. We continue to make yearly progress toward meeting these recommendations by collaborative work through our School Site Council, site leadership teams, Liaison Team, Department meetings, grade-level meetings, parent meetings, Student Leadership Council, Tutorial Wildcat Senate, and Student Voice Committee with the principal. In BUHS continues to expand access and equity to all of our students in our academic programs, elective programs, and our Career Technical Education (CTE) courses and pathways.



Significant Developments

Staff:

Since our March, 2014, WASC review, BUHS has had significant changes and developments in the areas of staffing. There has been a complete turnover in administrative staff positions, although most of the same administrators are still within the district. Dr. Hasmik Danielian resigned as Superintendent, effective June 30, 2015. Simon Canalez was approved as Superintendent, after serving as Assistant Superintendent, in the fall of 2015. Mr. Canalez was previously the Principal of BUHS. Jesse Sanchez moved from assistant principal to principal in July 2014. Bonnie Munguia was appointed district Director of Curriculum and Instruction in August 2016; she was formerly Assistant Principal. Greg Smith, formerly a classroom teacher, and Teacher on Special Assignment (TOSA) for 2015-16, was appointed Assistant Principal in June 2016. TOSA positions were added in the 2014-2015 school year in order to assist the administration team. These teachers assist with the daily disciplinary process for students, teachers, and families. BUHS currently has one TOSA for one period.

Bette Hardy retired in June, 2015, after many years as lead counselor. That position has been renamed as Intervention Counselor. Jeff Wise left his position as ASB director for Intervention Counselor during the summer of 2016. Mr. Wise has assumed Ms. Hardy's duties for Student Attendance Review Board; serves as liaison for our foster youth and homeless students, the Family Resource Center, and the Student Study Team; manages our computer-based credit recovery program; and oversees our new Dual Enrollment program partnering with our local community college, Imperial Valley College.

The current 2019-202 is the sixth year the district has hired several instructional coaches (teachers giving up a prep period to assist other teachers and the district and school with special projects). In particular, the coaches have helped facilitate a writing initiative involving district-wide constructed response writing lessons several times a year that are evaluated on a rubric similar to that used in the Smarter Balanced assessment. These lessons ensure that all teachers administer and evaluate student writing using consistent criteria, using common rubrics to help increase student achievement in writing. The coaches

also have helped facilitate a district-wide Academic Vocabulary Campaign (Kate Kinsella Tier Two general academic vocabulary words) in order to maximize student exposure to college and career readiness. The instructional coaches provide staff with different technology training, they continuously attend professional development, conduct regular classroom visits, and provide innovative ideas and strategies to help foster learning opportunities and increase academic achievement for all students. As our goals for academic student achievement continue to grow and develop, so does the job description and assignment responsibilities for the instructional coaches and department chairs, as we continue to maximize learning opportunities for all students. Instructional Coaches, along with Principal, Mr. Sanchez, work diligently to increase rigor and relevance to all classroom instructional practices by incorporating school-wide universal strategies such as the use of Question Formulation Technique (QFT) in all disciplines.



With the increase of student enrollment, the school has also hired additional certificated staff in English, Math, Science, Spanish Departments, an Opportunities Teacher, two PBIS and Link Crew Coordinators. We have also added classified staff: Instructional assistants for our Supplemental Programs (to help with our increase in English Learners and Special Education student needs), an SST clerk, a School Resource Officer, and a Career Specialist (through an IVROP Community Learning Grant). In the 2019-2020 school year, a Safety & Security Services Coordinator position was also added.

The district hired a Human Resources Director during the summer of 2016, in order to assist with employee recruitment, selection and evaluation, professional development, collective bargaining negotiations, and contract management. Impacts to BUHS are anticipated to include more efficient staffing, training, teacher support, streamlining of personnel-related policies and assisting staff with benefits. In addition, a data entry specialist was hired in the summer of 2016 to assist with accurate and timely reporting. She is also available to school personnel to help produce a variety of reports in which data can be analyzed, including demographic and assessment data.

Technology:

There have been substantial technology upgrades in the past six years in order to assist all of our students better prepare for college and career readiness by building their 21st Century Skills. Mobile computer/tablet lab (computers on wheels) acquisition began in 2014 and was completed in 2018. A 1-to-1 student-computer ratio has been attained. Teacher computer/printer stations were all replaced with new systems during summer 2016, and all classrooms have document-cams and LCD projectors. Greater access to computers and the internet has enhanced instruction in all content areas and allowed students vastly improved access to information and the ability to improve a variety of computer-based skills. The updating of audio-visual tools has enhanced student learning experiences through higher quality teacher and student presentations. The hardware and operating system upgrades allow students to have access to the most current technology available for instructional and experiential purposes.

A new firewall and switches were installed beginning in 2014, which improves the connectivity and stability of our computer system. We have a new main school server and secondary domain controller (a backup for login accounts). The old server is being used in the graphic design classes, giving them more

storage space. From 2014-2017, e-rate funding from the state pays 80-90% of certain technology funds, allowing us to get district wireless. We secured site-licensing for Microsoft and Adobe products in 2015. As a result, instructional time has been increased due to less time spent on technical issues. New software licenses have enhanced CTE relevance and instruction, better preparing students for college and career.

In the 2018-2019 school year, BUHS began using the RAPTOR Visitor Management Security System. Use of this technology program allows the school to screen and track everyone entering our campus. The system screens for sex offenders, alerts staff of custody violations, and provides district-wide reporting



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for all visitors. That same school year, BUHS also began using Catapult Emergency Management System (CatapultEMS). Users of this system can report and manage real-time information about evolving threats, including the location and well-being of students and staff during an emergency situation. The implementation of both of these technology programs have enhanced the safety and security of our students and staff.

In February 2018, BUHS, in partnership with ICOE (Imperial County Office of Education) began the BorderLink pilot project (“Flip-the-Switch”), allowing high-speed wireless internet connectivity and access to all students from home and the community, especially students from economically disadvantaged families. This project initially began by recognizing the need to bridge the homework gap in order to allow all students to reach their full academic potential by ensuring equal access to internet services. The initial pilot plan targets 200 sophomore students that have taken the PSAT exam. The PSAT exam results will be linked to the Khan Academy and each student will be required to complete a set number of hours working on English and Math on the Khan Academy in order to strengthen their skills for next year’s California Assessment of Student Performance and Progress (CASSPP) and Scholastic Assessment Test (SAT) assessments. Currently, in the 2019-2020 school year, 130 of our students have been issued a chromebook for home use along with a personal wi-fi device, through this Borderlink Project.

For visually-impaired students, APEX and other devices allow email and a remote access program for improved communication with teachers. Google apps for Education in 2014 were added, giving Google Drive, email, Classroom and other apps to staff and students. Two electronic marquee were installed in 2015, providing messages to the community (including parents and students) and the opportunity to showcase achievements. An air quality monitoring device was installed in 2015; its data goes to the Imperial Valley Air Now (IVAN) website. The phone system was also replaced in summer 2016, and most of our bells now work through the phones. Twenty-eight security cameras were installed during 2014, permitting constant recording with data storage for about 6 weeks. The school’s website was redesigned to allow for easier navigation and communication with students, parents and other stakeholders. The automated email and phone system has greeting-enhanced communication between school, students and parents. Conversion of student logins to Google allows for a seamless workflow between school and home, and gives more students access to software and instruction-related documents.

Beginning 2019-2020 school year, through the California College Guidance Initiative, BUHS has given all of our students access to the California Colleges online guidance program. This resource provides

students with an all-inclusive guide for their college and career paths and enables counselors to track their progress. The California Colleges website allows students to access college and major exploration inventories, career profiler exploration, financial aid information, college application assistance, and uploads completed high school courses to the CSU system. Our counseling staff created individual student accounts for all of our BUHS students and have been facilitating student lessons on using the



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website. Through the implementation of this online guidance resource 533 freshmen have registered and received lessons on developing smart goals. All sophomores have completed their high school plan and 93% of sophomores have completed lessons on Career Inventory and finding a career. 350 juniors have completed research on careers and post-secondary options. 164 seniors have completed the FAFSA, and 153 seniors have completed an application to a college or university.

School-wide programs:

In 2015, BUHS partnered with Imperial Valley Regional Occupational Program (IVROP) and opened a College and Career Center. The Career Center provides a visible location for all students to receive college and career support and instruction. The center is staffed by IVROP personnel, and runs on three guiding principles: 1) Identify Needs- identify at-risk students and areas in which they require additional support, 2) Positive Youth Development- responding to student needs with non-punitive, evidence-based strategies, and 3) Parental Engagement- practices that motivate and engage parents to be partners in their child's success. The College and Career Center provides services in: career exploration, developmental assets, parental engagement workshops, collaborates with BUHS staff to develop classroom activities geared toward college and career readiness, employability workshops and preparation, job resumes, soft skills development, work-based learning opportunities, IVROP certificate of course competency, study sessions and student computers. The College and Career Centers collaborates and partners with military recruiters, CTE programs, Imperial Valley Community College, San Diego State University- IV Campus (and various counseling programs at both of those campuses), as well as employers and community members throughout the Imperial Valley.

BUHS has had a very active Family Resource Center on campus that has continuously provided well-being programs for both students and parents/families in the community. As such, they have provided group counseling, anger management classes, parenting classes, and have worked closely with counselors, staff, and outside community agencies to assist our students and families. The Family Resource Center expanded its services in the 2019-2020 school year, to also include mental health counseling and services for our students. BUHS entered a partnership with Imperial County Behavioral Health Services in order to increase student services on campus to include the following: juvenile hall services, substance abuse treatment and prevention services, anxiety and depression/ mental health services and therapy, medication support services, targeted case management, crisis intervention, intensive home based services, and functional family therapy, cognitive behavioral and processing therapy, aggression replacement training, and trauma-focused cognitive therapy. All services provided through this program are integrated, individualized, and developed to promote individual and family centered recovery, resilience, and wellness. The program provides mental health education and services

to students whose emotional and behavioral disturbances prevent them from maximizing their learning and functioning capabilities in regular classroom settings.



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BUHS has re-established a Student Study Team (SST). BUHS has not had an SST since the 2014-2015 school year. Discussions and plans to re-establish procedures for SSTs have been ongoing, and in the 2018-2019 a plan and procedure was established (please refer to appendix). BUHS has also revisited the Response to Intervention (RTI) site program to ensure a systematic and effective targeting of students' critical learning needs. In 2018-2019 BUHS teachers began piloting a co-teaching model with 2 General Education Teachers (science) and 2 Special Education Teachers. As students' showed growth with this model, the program continued the 2019-2020 school year with more teachers participating: 3 General Education Teachers (English, History, and Math) and 3 Special Education Teachers.

Imperial Valley- College Access Now (I-CAN) / Dual Enrollment in partnership with Imperial Valley College began in 2018-2019. These courses are open to sophomores, juniors, and seniors that want to participate in college courses while completing their high school coursework. Upon completion, students will receive high school and college credit. Tuition and textbooks are provided free of cost and there is a GPA requirement for admission. In the Fall 2018, 67 students were enrolled in Political Science, Communications/Speech, Counseling, or Psychology. Out of those 67 students, 62 completed the courses (32 earned A's, 22 earned B's, 7 earned C's, 1 earned an F, and 5 Withdrew). In the Spring of 2019, 58 students were enrolled in Counseling or Psychology. The program is looking to add courses, including summer courses, in U.S. History, Humanities, and Sociology.

Math Tutoring and focused intervention programs began the 2016-2017 school year. While after school tutoring (for all disciplines/ all students) has previously been provided, the math department implemented daily after school tutoring (rotating teachers) and targeted at-risk student intervention during specific Tutorial periods in order to help students prepare for the CAASPP.

Beginning the 2018-2019 school year, BUHS started the concept of Saturday School Academies (instead of the traditional Saturday School sessions). Students can sign up for an academy session of their choice. Some of the sessions have included CAASPP and AP test prep, creative writing, Post-Secondary Readiness (Financial literacy, college and career readiness topics, and cognitive strategies to develop long-term goals), Rock Climbing Explained, CTE Enrichment, Art Sessions, and Science Experiment Sessions. Attendance in Saturday School Academies has increased (as compared to attendance in the traditional Saturday School sessions). There is currently no system in place to track data of any increase in academic achievement or testing increase due to participating in Saturday School Academies.

BUHS has been able to increase civic student involvement in the community. The social science department works in partnership with the Comite Civico Del Valle, Inc. as part of the Imperial County Community Air Monitoring Project. Social Science students monitor the IVAN website for air quality on a 2 hour interval time frame. They report the change by changing the color of the flag posted on site. They keep a monthly air quality log and attend and present at the meetings with Comite Civico Del Valle, Inc. and the Environmental Leadership Conference. These students will also be learning about and



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participating in the 2020 U.S. Census project. In addition, The Village is a school club that began as a senior project in 2015-2016 school year. The purpose is to provide students and their families with meeting their basic daily needs, such as clothing, school supplies toiletries, and food. The club has expanded its role by providing students with increased civic involvement in the community as they continuously give presentations to community service clubs, such as the Kiwanis, Rotary, and the Imperial Valley Food Bank in order to gather donations and increase services to our students and families. The club has been able to have successful farmers markets based on donations it has received, as well as obtained a donation of a washer and dryer to help our students meet that basic need. The number of civic-minded clubs have also increased. Along with The Village, we have the No One Eats Alone Club, and Circle of Friends. These clubs help break down barriers and increase student inclusivity and engagement as they feel connected to their school and community.

BUHS continues to make progress in increasing student and parent involvement. Along with the annual Back-to-School Night, AP Nights, LCAP Nights, I-CAN College and Career event, BUHS has increased student and parent involvement by adding CTE Parent Nights, WASC Parent Nights, Coffee Cat (monthly parent meetings), Student Wildcat Senate, and the monthly Student Voice Ideas meetings with the principal. Student Council and ASB has increased student participation by having a Tutorial Ambassador represent each tutorial class in the monthly Student Wildcat Senate meetings. The Student Voice Ideas is a group of 15 students that meets monthly with the principal to discuss ideas and issues at BUHS. In 2019-2020, BUHS also began announcing the daily bulletin through the school-wide intercom system to ensure that all students are informed on all events and activities.

BUHS has begun the implementation of Multi-Tiered System of Supports (MTSS). This instructional framework includes universal screening of all students, multiple tiers of instruction and support services, and integrated data collection and assessment system to inform decisions at each tier of instruction. Tier 1 is Research-Based Core Instruction. Tier 2 is Targeted Instruction. Tier 3 is Intensive Intervention. As part of the MTSS, BUHS has also begun implementation of the Positive Behavior Interventions and Supports (PBIS) in order to provide academic, behavior, and social-emotional instruction and intervention services to all students school-wide. The PBIS leadership team includes administrators, counselors, Link Crew Coordinators, teachers, department chairs, CTE teachers, and instructional coaches. The purpose of PBIS is to support behavior, increase student academic achievement, and improve school climate and safety. BUHS began working and collaborating with the Imperial County Office of Education (ICOE), through an IVROP grant, during the 2018-2019 school year to better delineate roles and responsibility of school staff to fully implement PBIS. BUHS has implemented use of the 5-Star Student Program through PBIS. This program is an incentive program by rewarding students for students engagement in school events, activities, and positive behavior actions. Its purpose is to increase student inclusion and connectedness in all school and extracurricular activities. Through the implementation of PBIS, BUHS has developed a Core Values Campaign. Our five core values are: Resilient, Respectful, Responsible, Kind, and show Integrity.



In conjunction with PBIS, BUHS also implemented Link Crew. Link Crew is a leadership course (A-G college prep elective) with approved curriculum to help improve school culture. Link Crew Coordinators attended a one-week, 100 hour training, and are certified to teach this course. It is a two-semester course that combines high-level critical thinking, writing, and analytical skills with mentorship and entrepreneurial project experiences and implementation. Students participate in research and evaluation, project planning and execution, as well as leadership activities in conjunction with mentorship and counseling of fellow students. As part of this course, upperclassmen are assigned freshmen students, with the responsibility to monitor their academic progress and social-well being.

Facilities:

Several major facility improvements have been made since 2014. Palmer Auditorium experienced major damage following a large earthquake in August 2012. Repairs included removal and replacement of ceiling and interior plaster walls, installation of Americans with Disabilities Act-compliant restrooms, and installation of energy-efficient lightings and thermostats. (State earthquake seismic retrofit matching funds were received for the lights and thermostat controls). Students have benefitted from the reopening of Palmer Auditorium with theatre arts instruction returning there. Presentations and performances for students and community members are held in the Palmer Auditorium.

The solar panel project began the summer of 2015 and was completed in the spring of 2016. Solar panels were installed in the center of campus, around the practice field, and student parking lot. This project was made possible by a 0% loan, with payments offset by energy costs savings. The panels on campus provide shade and social space for students and additional opportunities for CTE classes when focusing on renewable energy.

Measure “C” General Obligation Bond of \$18.7 million was passed by voters November 2018. This bond will be used to build a new Science, Technology, Engineering, and Math (STEM) building. Other priorities specified in the bond include: to construct, modernize, and renovate classrooms; make security upgrades; as well as repair and restore essential plumbing, roofing, and air conditioning systems.

Analysis of the SPSA goals and critical areas for follow-up is included below:

Critical Area of Follow Up 1: There is a need to raise the level of understanding and clarity in the delineations of the roles and responsibilities with regards to the implementation, refinement and progress monitoring of the school wide action plan.

- The schoolwide action plan is now embedded in the Single Plan for Student Achievement (SPSA).



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- The Principal developed the SPSA, which was approved by the School Site Council (SSC), with oversight from the English Learner Advisory Committee (ELAC), and approval by the District Board of Trustees.
- There is no process for refinement and/or progress monitoring of the SPSA other than the mandated annual updates.

Impact on student achievement: As a result of initiatives added via our SPSA since our prior WASC visit, graduation rates have increased, and numbers of students taking and passing AP tests have increased. Writing and academic vocabulary strategies are being used across the curriculum to improve student language skills. Professional development learning opportunities for math and English teachers is preparing students to be successful on SBAC tests, which require higher order thinking skills than previous standardized assessments. The addition of new ROP/CTE courses has opened up career pathways to many students. Our new College and Career Center provides additional information and counseling to students. Technology advances in both hardware and software have improved instruction and technology access for students across the curriculum. Improvements in the school website and the Aeries data reporting system have enhanced access to information for both parents and students.

SPSA Goal 1: BUHS is committed to attaining proficiency on CAASPP by increasing our proficiency rates by 10% each year.

Critical Area of Follow Up 2: Rigor and relevance need to be embedded in all classroom instruction using research-based instructional practices and continually modified through the analysis of assessment data.

- We have a schoolwide academic vocabulary campaign to improve student comprehension and use of academic vocabulary, which addresses a component of the CCSS.
- Our schoolwide writing campaign requires all teachers and students to participate in brief writes/constructed responses twice per year, another component of CCSS involving informational text.
- Schoolwide benchmark assessments by department were established in the 2016-2017 year (at least one per semester in each course within departments). Some departments (English, math, foreign language) are using results from the benchmarks to drive and modify instruction. The Illuminate Education program allows rapid scoring and analysis of certain types of assessments.
- All departments are working with instructional coaches to add rigor and relevance to their instruction of Common Core/Standards-based instruction. Interim SBAC assessments are being given to juniors in ELA and math courses. Assessment data is being analyzed in some departments.
- There is increased use of technology for instruction and student tasks. ELA teachers are using online assessments and reviewing results prior to proceeding to the next literature unit.
- Tutoring is available after school 4 days per week. Math tutoring is available from a math teacher 5 days per week. Juniors not enrolled in a math course have been placed into a targeted tutorial period dedicated to remediation of SBAC math skills.



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- Incentives for student success on CAASPP have been implemented, including tangible rewards.

Impact on student achievement: Student language skills should improve with the emphasis on schoolwide writing and academic vocabulary. Consistency in what is taught and assessed in courses is improved with the use of benchmark assessments, and instruction is improved as those assessments are analyzed and

used to modify (improve) instruction, all of which should increase student achievement overall. Performance tasks tend to increase student rigor and engagement compared to typical textbook- or worksheet-driven assignments, or direct instruction. Technology also engages students at their own pace and provides a real-life platform that is relevant to college and career settings.

SPSA Goal 2: BUHS will increase proficiency in the category of English Learners in the U.S. less than 5 years in order to meet AMAO (Annual Measurable Achievement Objectives) targets.

- English Learner teachers and social science teachers participating in the Civic Environmental Literary Project host bilingual student presentations for BUHS administration, board members, parents, students and teachers in order to showcase bilingual student projects, including the use of technology.
- A summer institute for new-comer EL students has been implemented.
- A Summer Enrichment Program focused on English language acquisition for college bound students and focused on Health curriculum for students in grades 9-11 has been implemented.
- Teachers and paraprofessionals have received professional development in the use of the English 3D program (a research-based curriculum developed by Dr. Kate Kinsella to ensure English learners are provided explicit instruction in acquiring academic English and are able to express themselves both verbally as well as through writing).
- BUHS collaborates with feeder schools to ensure appropriate course placement for EL students.
- Reclassification is periodically reviewed.
- AP Spanish Literature and AP Spanish Language classes are promoted to EL students.

Impact on student achievement: Our EL students at all academic levels have had opportunities to advance their English language skills, as well as in their Spanish language and other academic skills through our summer programs and AP courses. Our efforts at collaboration with feeder schools, testing and reclassification help ensure EL students are appropriately placed in courses.

Critical Area of Follow Up 3: BUHS needs a school-wide system to assess, disaggregate, and determine student achievement on state, district, and teacher-created assessments, facilitated with training in accessing this data and a standard protocol to analyze student progress toward



standards.

- During previous WASC visit, there was no school-wide system in place to assess and analyze student achievement. Since then, benchmark assessments have been established in each course, to be given at least once per semester (usually as the middle of the semester). Results are turned in to the district Director of Curriculum and Instruction.
- State assessment results are shared with the faculty as a group during in-service days and collaborative days, but results are not disaggregated or significantly analyzed.
- As of the 2016-17 school year, ELA and math teachers, and instructional coaches, have been trained to administer and interpret SBAC interim assessments, which have been given to juniors in their math and ELA classes since 2015.
- The Illuminate Education program and the new district data entry clerk are available to assist with disaggregation and analysis of assessment data.

Impact on student achievement: Until assessment results are analyzed and used to modify instruction, it is difficult to determine the impact of program changes on student achievement. The establishment of benchmark assessments and availability of data from Illuminate and the state afford opportunities for consistency and collaborative conversations among staff to examine curricula and instructional practices, and make modifications for improvement. Likewise, training staff to administer and evaluate SBAC interim tests should help students be better prepared for the full tests when they are given.

SPSA Goal 3: BUHS will increase in A-G completion data as well as improve AP participating and assessment results as well as increase alignment with CTE course pathways.

- BUHS has created and maintained a college and career center to assist students in gaining admittance to college and preparing for a career of their choice.
- ROP/CTE course offerings have been expanded and dual enrollment is now being offered in partnership with our local community college.
- ACT and SAT Test preparation courses, along with fee waivers have been offered. The PSAT has been offered free of charge to all sophomores and is also available to juniors. The Albert iO test prep program has been made available to AP teachers and students. In 2017, BUHS began the AP test incentive program to students.
- An increase in students taking AP courses has occurred since open-access and equity has allowed all students access that wish to register for an AP course. More students are passing AP tests since 2014. Teachers and counselors promote AP courses throughout the school year.



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- BUHS AP and Honors/College Prep Teachers participate in the AP Summer Institute professional development (week-long training sessions in San Diego).
 - BUHS collaborates with feeder schools to promote student access in CTE courses, STEM courses, AP and Honors courses for incoming freshmen students. We also provide orientation information and parent night information to our feeder schools for incoming students.
 - We collaborate with ROP representatives, military recruiters, and college recruiters to promote post-secondary college and career opportunities.
 - We work with ICOE in their annual Informational College and Career Awareness Night (I-CAN) event.
-
- A Career Fair is held alternating years, bringing a plethora of community members to present information about a wide variety of careers to students. All students meet with several presenters and have an opportunity to visit a variety of informational booths.

Impact on student achievement: Additional course offerings in ROP/CTE pathways provide preparation in an expanded field of careers. The College and Career Center, various recruiters, and the career fair help students understand and prepare for college and career choices following high school, which also helps them make appropriate course selections while in high school. Having post-secondary goals provides incentives for students to improve or maintain strong academic achievement. Expanded AP course offerings and student involvement in AP classes support student success in advance course of study, and better prepare them for college and careers after high school. Our students' passing rates on AP exams have shown improvement. (Data on changes in the rate of student completion of UC A-G courses is not available, so we are unable to adequately assess our efforts in this area).

Critical Area of Follow Up 4: From ninth grade to twelfth grade, there is a need to implement a systematic process to include staff-student-parent collaboration in the development and monitoring of students' personal learning plans.

- Counselors attend all 9th and 10th grade English classes in order to develop a student personal learning plan for students. Paperwork is sent home for parent review and signatures and returned to the counseling center. It is unclear if there is a systematic procedure in order to continuously monitor the four year plan in 11th and 12th grade. There is no systematic process in place that includes staff/student/parent collaboration for the development/monitoring of student personal learning plans from 9th to 12th grades.
- Beginning in the 2015-16 year, most freshmen are enrolled in a semester-long "freshman seminar" course in which they take a skills inventory, do education (including college) planning, compare their lifestyle goals to their education and career goals, and begin a portfolio of career and academic files. (Students unable to take the course may be given an account and access to



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the program, but would currently be on their own to take advantage of the program's offerings.) This coursework can be done online or via workbook. The program is designed to be continued for ten years (freshman in high school through six years post-graduation). Currently, our participating students are involved in their freshman year only, without systematic follow-up in subsequent years.

Impact on student achievement: The skills inventory shows students what their current interests and aptitudes are and how those match to various careers. Students compare their desired lifestyle with educational and career goals to show that the kind of lifestyle many students desire may take more education and a more demanding career than students initially realize as high school freshmen, but they need to start planning for their futures now. Students also begin preparing to be competitive with resumes, letters of recommendation, etc. Setting goals and making choices toward achieving those goals

should help motivate students to perform well academically, but we do not have any evidence to support whether this program has assisted students in their planning or academics.

SPSA Goal 4: BUHS will increase attendance and graduation rates and decrease dropout, suspension and expulsion rates, including the investing in various multimedia resources in order to effectively communicate school events to all parents.

Critical Area of Follow Up 5: There is a need to strengthen the lines of communication between district admin to site administration, site administration to staff/parents, and staff to students/parents with regards to policy and regulations.

- Our graduation rate has increased over the past several years.
- Dropout rates have remained low over the past several years.
- Number of students expelled has dropped over the past several years.
- Number of students suspended declined, but has increased again in the last year.
- Attendance rates are good, and continuing to slightly increase.
- Truancy rates have fluctuated, but remain high, largely due to student absences during tutorial and after lunch.
- The school website provided a wide array of information regarding the district, school, staff, and activities such as:
 - Parent and Student Aeries portals for grade and attendance information
 - Board of Trustee contact information, meeting agendas, minutes, and policies
 - Staff contact information
 - School calendars and announcements
 - Graduation requirements
 - College information, including testing and scholarships
 - Variety of school-based documents



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- Counselors attend various classes during the school year to discuss grades, classes, and graduation with students.
- Student and Faculty handbooks (detailing numerous policies) are updated and distributed annually to all students and faculty.
- ASB solicits input weekly from staff and students for a weekly bulletin video, in addition to the daily bulletin that is published online. The weekly video is expected to be shared with students in the first block of class daily and during tutorial. The daily bulletin is now announced every morning via the school-wide intercom system.
- Two electronic marquees have been installed on Imperial Avenue and “A” Street, providing information on major school events.
- District and site administrators meet weekly to discuss various issues, including policies and calendars. Administrators have a directive to reach out to staff via email regarding state and local policy changes.
- Students receive emails from staff (admin, counselors, teachers) as needed to update them on policy or informational issues.
- The ParentLink notification system has been upgraded, facilitating the delivery of messages by phone to all stakeholders. (ParentLink is used for announcements and reminders of events by counselors and administrators. Messages are sent to students, families, and staff via phone and/or email).

Impact on student achievement: Students need to be in class consistently in order to do well academically, supporting our efforts at increasing graduation rates and decreasing dropouts, suspensions, and expulsions. Truancy is an issue that needs to be addressed to support student achievement and the overall climate of student success.

The Aeries portal has assisted students and parents in monitoring student grades and attendance. Teachers, counselors, and administrators can also monitor student grades and attendance, which provides a more holistic (rather than focused) perspective of a student. Students have been more responsive in making up missed assignments and maintaining their grades since this information has been online. Attendance information is automatically called home daily, assisting in keeping students in class. Notification systems are in place to inform and remind students and parents of important events and deadlines, and promote parent involvement.

SPSA Goal 4: BUHS will increase attendance and graduation rates and decrease dropout, suspension and expulsion rates, including by establishing and maintaining an intervention team to ensure student success in discipline, attendance and academics.

Critical Area of Follow Up 6: There is a need to revisit the Response to Intervention (RtI) site programs to ensure that an in-house suspension option is explored, a close look is taken



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at the collaboration days and their effectiveness for CCSS preparation, along with ensuring the tutorials are systematically and effectively targeting students' critical learning needs.

- Components of an RtI model were in place during the 2013-14 and 2014-15 school years, but were then abandoned. As a result of the RtI trial, Student Study Teams (SSTs) were discontinued and both RtI and SSTs have been reinstated beginning the 2018-2019 school year. The Intervention Counselor and Special Education Director are assisting in facilitating the process of these intervention programs.
- Use of collaboration days is unchanged. These Wednesday afternoons are primarily used for staff development and department business.
- There has been no study to determine whether or how well the tutorial period is systematically and/or effectively targeting students' critical needs.

- A Club Rush is provided in the fall to inform students of available clubs and motivate their participation.
- We partner with ICOE and other districts on a county-wide attendance campaign.
- In 2016, we began an incentive program for students having good attendance, conduct, and GPAs.

Impact on student achievement: Without the SST process in place, issues with some students' achievement may not have been addressed effectively, since there was no longer a mechanism for teachers, counselors, parents and administrators to convene to discuss student needs and actions that might assist these students. With the reinstatement of the SST process, parent/teacher/counselor collaboration and communication is expected to increase as more students will be able to receive intervention services.

The goal of most collaborative sessions often involves work aimed at improving student achievement. For example, curricula and common assessments are developed in departments, standardized test scores are analyzed by the whole staff, professional development is offered on a variety of topics (formative assessments, CCSS strategies, Smarter Balanced training), and WASC or SPSA issues may be discussed. The use of school-wide common rubrics to evaluate student writing, through the school-wide writing campaign, also takes place during these collaboration days.

Use of the tutorial period varies by teacher and student. Some teachers and students use the time to assist students with homework, make-up work, or in concept development, while others use the period as a break from academics.

The Club Rush and Link Crew are intended to help students find a place they belong and others with whom they share common interests at BUHS. These activities should make students feel comfortable at



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school and promote a positive school culture that is good for academic achievement. The incentives for attendance, conduct, and academic achievement should inspire students who are doing well to continue to do well, and encourage others to improve in these areas. We have seen increasing numbers of students earn rewards every semester incentives are offered.

Chapter II: Student/Community Profile Data and Findings



CHAPTER II: SCHOOL/COMMUNITY PROFILE -- DATA AND FINDINGS

A. General Background and History

Brawley Union High School (BUHS) was established in 1908 and served as a high school and junior college during its pioneer days. It is the lone comprehensive high school within the Brawley Union High School District, which also includes a continuation high school and a community day school. BUHS is located in the northern portion of the Imperial Valley in the city of Brawley. The Brawley Union High



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School District serves the cities of Brawley and Westmorland, as well as unincorporated county territory. The school is located 70 miles south of Palm Springs and 121 miles east of San Diego. The high school was recognized in 2013 as a *US News & World* Best High School, was additionally recognized by the California Business for Education Excellence with Honor Roll status, by the White House Champion of Change Program for its work with English Learners through Project Sol, and was awarded with an inaugural Judicial Council of California Civic Learning Learning Award. Brawley Union High was recognized in the January 2018 edition of EdSource: Highlighting Strategies for Student Success for its increase in CAASPP writing scores through its school-wide writing campaign. In December of 2019 the USATF Para Athletics Committee honored BUHS at the 2019 Track & Field (USATF) Annual Conference with the USATF Special Merit Awards and recognized the school as the national “model” for the support, management and coaching of competitive high school student-para athletes. BUHS is the home of the 19th straight CIF Champion Wrestling team (2000-2019), and the following teams have earned IVL Champions and some have participated in CIF Championships: football, wrestling, girls’ wrestling, girls’ cross country, girls’ golf, girls’ tennis, girls’ swim, boys’ soccer, boys’ track, boy’s golf, baseball, and softball.

BUHS services a student population in a primarily rural area. The Imperial Valley’s major occupations are farming and its allied services, military and civilian government work, social service work (including education), government agency work (including law enforcement agencies), and small businesses. The community has a relatively high unemployment rate that hovers around 15%, compared to the state average average of 4.27% (Bureau of Labor Statistics 2018). An estimated 28.7% of Brawley residents live at or below the Census Bureau’s poverty threshold, compared to 14.35% in California. The median household income in Brawley is \$40,745, versus \$63,783 for California.

The school operates on both a School-Based Coordinated Program and a school wide Title I program, and receives state and federal funds to ensure that all students receive additional support to achieve both state and federal mandates.

BUHS Staff Data:

BUHS All Certificated Staff by Ethnicity/Race					
School Year	White: Hispanic	White: Not Hispanic	Asian	African American	Total



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	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
2016-17	56	58	38	39	1	1	2	2	97
2017-18	58	57	41	40	1	1	2	2	102
2018-19	56	57	39	39	1	1	3	3	99

For 2018-19, the above numbers include 2 white, non-Hispanic pupil support personnel and 1 administrator, along with 5 Hispanic pupil support personnel and 1 administrator.

BUHS All Certificated Staff by Gender									
School Year	Females		Males		Total	Data includes these Pupil Support Personnel		Data includes these Administrators	
	Number	Percent	Number	Percent		Females	Males	Females	Males
2016-17	50	52	47	48	97	6	4	1	4
2017-18	53	52	49	48	102	6	3	1	4
2018-19	51	52	48	48	99	3	4	1	2

BUHS Classified Staff by Ethnicity/Race									
School Year	White: Hispanic		White: Not Hispanic		Asian		African American		Total
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
2016-17	72	92	6	8	0	0	0	0	78
2017-18	73	91	7	9	0	0	0	0	80
2018-19	73	91	6	8	0	0	1	1	80

BUHS Classified Staff by Gender									
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School Year	Females		Males		Total
	Number	Percent	Number	Percent	
2016-17	54	69	24	31	78
2017-18	55	69	25	31	80
2018-19	51	64	29	36	80

BUHS MISSION, VISION AND STUDENT LEARNING OUTCOMES

These statements were reviewed and modified by the BUHS faculty in the spring of 2019 to read as follows:

Mission Statement:

The mission of Brawley Union High School is to challenge and empower all students to graduate as self-directed, productive citizens who are effective communicators, critical thinkers, risk-takers and lifelong learners.

Vision Statement:

WE BELIEVE:

- * All people have worth.
- * All students can learn, and students succeed by demonstrating academic integrity and a desire for self-directed learning.
- * All students need encouragement, support, and structure to nurture their potential.
- * Together, both school and family are responsible for providing a foundation of rigorous instruction for maximizing academic achievement.
- * Every student has the individual ability and responsibility to choose the direction of his or her life and accept responsibility for his or her own choice.

Schoolwide Learner Outcomes (SLOs):

College and Career Readiness:

Students will acquire postsecondary skills through:

- *Goal setting and organization
- *Daily attendance and punctuality
- *Participating in a rigorous academic experience
- *Prioritizing & monitoring progress towards personal goals and objectives
- *Identifying a career path and progressing toward a career goal



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Literacy and Communication:

Students will value and demonstrate proficiency in:

*Reading *Writing *Listening *Speaking * Technology

Analytical Skills:

Students will exhibit proficiency in:

*Critical thinking *Problem solving *Creativity *Mathematical application

Standards

Students will master District and Common Core Standards in:

*English *Mathematics *Science *Social Studies *Career and Technical Education *Physical Education, Foreign Language and Visual and Performing Arts

Social and Personal Responsibility

Students will expand their personal development in:

*Social, emotional, and physical well-being *Community involvement * Collaboration
*Understanding for cultural diversity *Civic readiness

WASC Accreditation

In 2014, BUHS received a six-year WASC accreditation with a three-year midterm review in 2017. The following recommendations were made by the visiting committee at the end of the midterm review:

Upon review of the last Visiting Committee recommendations this Visiting Committee would like to continue with the same recommendations for the next three years. This was discussed with administration, staff and district personnel and agreed upon. Therefore, the Visiting Committee concurs with the school that the following are the recommendations for the next three years:

Administration and Staff:

1. Need to raise the level of understanding and clarity in the delineations of the roles and responsibilities with regards to the implementation, refinement and progress monitoring of the schoolwide action plan.
2. Rigor and relevance need to be embedded in all classroom instruction using research-based instructional practices and continually modified through the analysis of assessment data.
3. Need a schoolwide system to assess, disaggregate, and determine student achievement on state, district, and teacher created assessments, facilitated with training in accessing this data and a standard protocol to analyze student progress toward standards.
4. Need to implement a systematic process to include staff-student-parent collaboration in the development and monitoring of all students' personal learning plans.
5. Need to strengthen the lines of communication between district administration to site administration, site administration to staff/parents, and staff to students/parents with regards to policy and regulations.



6. Need to revisit the Response to Intervention (RtI) site programs to ensure that an in-house suspension option is explored, a close look is taken at the collaboration days and their effectiveness for CCSS preparation, along with ensuring the tutorials are systematically and effectively targeting students' critical learning needs.

In addition, the Visiting Committee recommendations:

7. Administration and staff need to review current Schoolwide Learning Outcomes and implement a formalized and measurable connection to the curriculum, instruction, assessment, and school culture. As the Learning Outcomes are embedded into the daily operations of the school, they will provide additional opportunities for growth in the areas of instructional strategies, curriculum development, and the use of assessments to inform recommendation needs the most attention to ensure all staff are aware of the value and the effect that the learning outcomes have on student personal, academic and social growth as defined by the school.

Through the focus group work and various parent nights, parents and families have indicated they feel welcome at school events, welcome to discuss their concerns with teachers, staff, and counselors. Many parents stated they were not aware of the school's Mission & Vision Statement and Student Learner Outcomes. Parents suggested the school improve communication to better inform parents of how students are assessed and measured in accordance with the school's Mission & Vision Statement and Student Learner Outcomes.

B. SCHOOL PROGRAMS

BUHS is on a block schedule with an alternating odd/even schedule and class periods lasting 102 minutes with the exception of the first block which is 107 minutes to accommodate the reading of the daily bulletin. Tutorial is after the first block on normally-scheduled days and lasts 42 minutes. Each passing period is 7 minutes in length. Zero period is offered for marching band, and strength and conditioning. BUHS operates on a single lunch, open campus program. School begins at 8:00 am and ends at 3:01 pm. BUHS has a modified collaborative schedule that provides 21 early release Wednesdays where students leave campus at 1:49 p.m. During this time administration assigns staff tasks, such as: departmental meetings to discuss curriculum and assessments, brief write scoring, WASC focus group work, school-wide staff presentations, or as a whole staff to receive professional development. Department sign-in sheets and agendas are required to be submitted to administration as a form of accountability.

In order to graduate from BUHS, all students must successfully complete the following coursework:

- 4 years of English
- 2 years of Science (1 life, 1 physical)
- 2 years of Mathematics (through 2021, 3 years for the class of 2022 and beyond)
- 2 years of Physical Education
- 1 year of Fine Arts or Foreign Language



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3 years of Social Studies (including 1 year each of World Cultures, U.S. History, and Civics)
80 credits of elective classes (through 2021, 70 credits for the class of 2022 and beyond)

Students must also verify the completion of fifteen hours of volunteer community service and accumulate a minimum 2.0 GPA in order to graduate.

Many course offerings are available that meet UC/CSU requirements, along with programs that prepare students for a career upon graduation.

English Learners

Pathways have been established for student success with teachers who have been trained and are very familiar with addressing curriculum needs of Bilingual students. (Virtually all of our English Learner (EL) students speak Spanish as their first language.) All focus is placed on the Common Core State Standards, and success with the CAASPP testing at the junior level.

Students are placed in Transitional English I and II (for newcomers to our country) according to the student’s English knowledge based on the CELDT scoring, not according to grade. As a result, there are 9th, 10th, and 11th grade students in Bilingual classes.

Some students arrive in the country with excellent foundational language skills from their native country and are able to excel quickly; thus they are placed in Trans English II and English I; both classes support each other. Other students need additional time and practice with English skills in order to be successful, and these students are placed in Transitional English II and ELD 2.

For mainstream (students who have been in the United States longer than 2 years) Bilingual student placement is in the Structured English Immersion (SEI) English classes with ELD 3 to support 9th grade English, and ELD 4 to support 10th grade English. The ELD teacher works with the SEI English teachers on a regular basis. Furthermore, SEI classes for Bilingual students are also provided in math, science and social studies.

In addition to English instruction, a strong emphasis is placed on the Spanish 3, Spanish Grammar; Spanish 4, Introduction to Spanish Literature, AP Spanish Literature, and AP Spanish Language classes. These classes academically support English language and structure, provide a means for students to earn a Bilingual State Seal, and open doors for further education beyond high school.

Student profile, language status:

School Year	Total Enrollment	English Learners	Reclassified Fluent English Proficient	Number of ELs reclassified RFEPs during prior year
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	Number	% of Total Enrollment	Number	% of Total Enrollment	Number	% of Total Enrollment	Number	Percent of ELs Reclassified
2016-17	1669	100	369	22	417	25	35	N/A
2017-18	1670	100	277	17	555	33	86	23
2018-19	1741	100	275	16	646	37	47	17

Migrant Program

In addition to programs and services available to all students, services offered to migrant students at BUHS include: a migrant counselor (offering academic counseling, needs assessments, parent contact), field trips to higher education conferences at universities, a comprehensive five-week summer school program, university-based summer programs (at San Diego State University-Calexico, Channel Islands University and UCSD Connections), school supplies, parent liaison services (home visits, phone calls), monthly parent meetings, medical, health and vision referrals, emergency services referrals (for food, clothing and housing), academic support for out-of-school migrant youth up to age 21, and academic preparation for speech contests.

We have recently added a work-study program for our migrant students where they are able to acquire work experience and academic credit. These students can now earn up to 100 hours of paid work. The migrant education program pays these wages, the employers provide the job training and location.

Foster and Homeless Youth

BUHS welcomes foster and homeless youth. We enroll these students, evaluate their transcripts, follow their academic progress and work with the Imperial County liaison for these students. If necessary, we provide them with transportation to and from school. Foster youth who change schools after grade 11 may graduate with fewer graduation requirements (electives are omitted) than other students; they must still pass their core classes.

In addition, we provide school supplies for these students. Our Village Club offers free school and personal supplies along with clothing. If necessary, we take them shopping to outfit them for school. We encourage them to participate in college field trips, which take students to visit four to six colleges on an overnight tour once a semester. The Imperial Valley ROP has a “Rising Stars” program for foster youth that includes after school support and additional field trips.

Expelled Students



Students who are expelled from BUHS are sent to the Del Rio Academy, a WASC-accredited county school in Brawley. Students are usually at Del Rio for the rest of the semester in which they were expelled plus at least one additional semester. While at Del Rio, students must fulfill a contract and meet with BUHS staff to determine whether the student should return to BUHS. Del Rio offers core area classes, electives and summer school classes.

College and Career Preparation

BUHS offers opportunities for students to explore various career options in order to make a smooth transition from high school to productive, rewarding employment, and to become lifelong learners. These classes continuously connect students to business options. Students participate in career exploration, job shadowing, guest speakers, field trips, and other work-based connecting activities. In addition to preparing students for post-secondary educational programs at colleges and universities, BUHS articulates with Imperial Valley College (Upward Bound), California State University at San Diego (SDSU), Imperial Valley Regional Occupational Program (IVROP), Cal-SOAP, and the Talent Search Program.

Twelve Advanced Placement (AP) courses are offered, along with 9 ROP/CTE courses. Commencing in the 2018-19 school year, BUHS has partnered with our local junior college to offer dual enrollment courses to juniors and seniors at no cost to the student. The school's focus is to provide a broad course of study for all students in order to foster both college and career readiness after high school.

At the college and career center, the Upward Bound, Cal-SOAP, and Talent Search programs work with students from low-income families to help prepare them to be successful in college by providing tutoring, counseling, field trips and other services.

Brawley Union High School partners with The Imperial Valley Regional Occupational Program (IVROP) which is a public education service that provides free, practical hands-on training, career guidance, job placement assistance and other supportive services to youth and adults.

Beginning in the 2015-16 school year, BUHS partnered with our local community college, Imperial Valley College (IVC), to offer dual enrollment in a number of our CTE/ROP courses. Students in these courses may earn credit at both BUHS and IVC if they also pass the IVC test (which is evaluated by IVC professors). Participation and supplies in dual enrollment courses is free to BUHS students, who could earn up to a semester of college credit prior to high school graduation. It is important to note that the dual enrollment program provides opportunities for more students and does not diminish the rigor or demand for Advanced Placement courses.



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Also beginning in the 2015-16 school year, a CTE Advisory Committee was established to meet twice yearly in order to discuss professional areas of need locally. The CTE Advisory Committee discusses college and career readiness needs that can be addressed by BUHS and through articulation with IVC. Every BUHS CTE course has an advisor in the community business sector represented on the Committee, along with CTE teachers, an administrator, a counselor, a student and parent, a representative from the California Employment Development Department and one from IVROP.

BUHS offers courses for several career pathways, currently including the following:

- The Agriculturae Sciences pathway, including
 - Introduction to Agriculture
 - Plant Science

 - Animal Science
 - Agricultural Communications
- Health Science and Medical Technology pathway, including
 - Medical Terminology
 - Public and Community Health
 - ROP Nursing Assistant
- ROP Community Office Occupations
- Retail Trades/Marketing
- Construction pathway, including
 - Electrical Applications
 - General Contracting
 - ROP Construction and Building Technology
- Culinary Arts pathway, including
 - Foods 1
 - Foods 2
- ROP Graphic Arts/Graphic Design
- ROP Landscape Design, Installation and Maintenance
- ROP Auditorium Technology
- Welding pathway, including
 - Introduction to Welding
 - Welding
- ROP Corrections
 - Introduction to Law Enforcement
 - Law Enforcement Principles

Special Education, including Gifted and Talented Education (GATE)

The BUHS Special Education program provides students with individualized educational services based on student need. The program offers academic support in both the general education and special education settings. Students' progress is monitored by their assigned case managers and the Special



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Education Coordinator, who provides teachers with assistance to better serve the needs of students. The program monitors and evaluates students’ progress and evaluates the services provided. Individual Education Program (IEP) meetings are conducted according to specific timelines to ensure students continue to grow, advance toward graduation, and prepare for their postsecondary goals. The Special Education program strives to exit students prepared to enter a college setting and/or pursue their career of interest. Confidential information sheets that include present levels of performance, accommodations, and modifications are given to all teachers who teach students with special needs.

The Brawley Union High School District recognizes that students with special gifts and talents require a more challenging curriculum and instructional program. Previously identified GATE students have the opportunity to enroll in the Honors program, while other mainstreamed students who perform well in core courses and demonstrate the need for further enrichment and rigor may also enroll in honors classes.

Honors classes are offered in all core content areas, as well as in foreign language. BUHS has an open-enrollment policy for all students wishing to enroll in Honors and AP courses (there are no GPA, grade, or behavior requirements to enter the Honors or AP programs). The curricular program embedded in the honors courses maintains the expectation that students will meet and exceed the California state standards and receive the necessary preparation to transition into Advanced Placement courses.

Non-college track courses have been largely phased out and replaced with UC-approved a-g courses. By increasing enrollment in UC a-g courses and honors classes, students are better prepared for college level coursework in the 11th and 12th grades. High achieving students are encouraged to enroll in Advanced Placement (AP) courses.

Student profile, special education classification:

School Year	Total Enrollment		Special Education		Sec. 504		Gifted & Talented Ed	
	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total
2016-17	1669	100	139	8	45	3	504	30
2017-18	1670	100	170	10	53	3	526	31
2018-19	1771	100	178	10	80	5	385	22

Freshman Seminar

The Freshman Seminar is a semester-long course taken by most freshman students. It includes an online component called My 10 Year Plan. At the 10 Year Plan website, there is an interactive set of activities and videos divided into twelve primary areas of focus, including a skills inventory, educational planning, college planning and a portfolio of student career and academic files (such as a resume, cover letter, letters of recommendation).



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The purpose of the course is to help students identify the type of lifestyle they realistically hope to have and to match their educational and career goals to determine if they are a fit, and/or whether there is a need to adjust lifestyle expectations or career plans.

The My 10 Year Plan website accounts are designed to remain with students during high school and six years post-high school graduation. During that ten-year period, students can revisit and adjust the information they have on the site.

Intervention Programs

There are a couple of school-wide programs available to all students. One is our 42-minute Tutorial period, which is mid-morning between our first and second instructional blocks. All teachers are assigned students (ideally, their own) to work with as needed. Students may attain passes to visit other teachers during this time for assistance, test make-ups, lab work, etc. Counselors often assign students to the

tutorials of teachers in whose classes the students struggle, to give students an extra opportunity to work directly with these teachers.

Another school-wide intervention is our after school tutoring, which is available in the library for an hour after school three days a week. This tutoring program provides both student and faculty tutors for students and there is a computer lab available in the library. Math teachers are available for tutoring after school every day as well.

For EL and SPED students, there are classroom instructional aides in many classes to provide language and/or academic support. There is also an EL language development summer program.

BUHS has a computer-based instructional Credit Recovery Course Program for students (primarily juniors and seniors) who fall behind in graduation credits. Students work independently through the curriculum, and should work at a pace that enables them to finish the necessary courses. BUHS currently uses the Odysseyware program for all students who are enrolled in the Credit Recovery Program. The program has classes during the school day for juniors and seniors to make up credits that they need. Additionally, credit recovery classes are offered after school hours and on Saturdays throughout the school year to help students get back on track for graduation. Students who are behind in credits may also be sent to our alternative school, Desert Valley High School, from which a number of them graduate, or they may return to the main BUHS campus and successfully complete a course of study for graduation.

School-wide Language Initiative



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With the adoption of the Common Core State Standards (CCSS), BUHS leadership looked into developing a school-wide program to improve language skills. The intent was to involve teachers and students across the curriculum, since language skills are used across the curriculum and it is apparent the new standards would require improvements in all subject areas.

In the 2015-16 year, the BUHS Language Initiative was started, with two major components. The first emphasized academic vocabulary that is widely used in academic and professional settings, but which is not subject specific. Teachers are provided with two specific academic vocabulary words to teach students each week. These words should be taught in multiple classrooms during the week so students have exposure to the terms several times. The school started collecting data in 2018-2019 (see appendix).

The second component of the Language Initiative is a writing program in which every teacher in all subjects teaches and evaluates student writing, beginning with a “brief write” format. The brief write involves an analysis of information consisting of five to ten sentences, following the “RACE” strategy. RACE stands for Restate the question, Answer the question, Cite evidence and Explain evidence. By the end of the 2017-18 year, there was some fatigue (in both students and parents) with this approach, and it

seemed as if additional gains were unlikely to be significant. During the second semester of 2018-19, several other writing formats were selected by various departments, including business letters, lab reports, and a procedure. The instructional coaches, facilitated by the resource teacher, are in charge of implementing and carrying out the Language Initiative throughout the school. BUHS continues to move forward with the Language initiative; however, it was only until recently that data is being collected.

C. DEMOGRAPHIC DATA:

BUHS values parent involvement and understands its role in improving student achievement. A concerted effort has been made to enhance parent and community involvement at the school. Parents may access student grades and communicate with school personnel via the Aeries Parent Portal. Parents and community members are also actively involved with site council, ELAC, and our booster organization. Parents have established Facebook pages to share communication about BUHS events. Various BUHS groups and clubs have developed Instagram and Twitter accounts to keep both students and their parents updated on events and achievements. Brawley boasts several parent and community organizations that help to support the school. Local civic groups and businesses sponsor leadership opportunities, college awareness activities, intervention programs, and provide scholarships at the conclusion of the year.

Parent education levels:

Year	Total Parents	Not a High School	High School	Some College	College Graduate	Post College	Unknown or Declined to
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		Grad		Graduate						Training		Answer	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2016-2017	1591	313	19.7	488	30.6	428	26.9	211	13.3	128	8.0	23	1.4
2017-2018	1651	326	19.7	509	30.8	468	28.3	190	11.5	135	8.2	23	1.4
2018-2019	1767	353	20.0	555	31.5	535	30.3	222	12.6	82	4.6	19	1.0

Student profile: socioeconomically disadvantaged, migrant, foster and homeless youth:

School Year	Total Enrollment		Socioeconomically Disadvantaged*		Migrant Program Students		Foster Youth		Homeless	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2016-17	1669	100	1242	74.4	184	11.0	4	0.2	64	3.8
2017-18	1670	100	1216	72.8	214	12.8	10	0.6	17	1.0
2018-19	1741	100	1315	75.5	216	12.4	13	0.7	6	0.3

*These students are eligible for the free and reduced lunch program.

Although the most recent data shows that almost 80% of parents of BUHS students are high school graduates or at least some college, there exists a high percentage of socioeconomically disadvantaged students. 2019 showed an increase of almost 3% from 2017, which had seen a decrease from the previous year.

Student profile, ethnicity:

School Year	Total Enrollment	Hispanic	White, non-Hispanic	African-American	American Indian/Alaska Native	Asian/Filipino/Pacific Islander	2 or more races	
		Number	%	%	%	%	5	%
2016-2017	1669		88.9	8.6	1.2	0.1	1.0	0.2



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2017-2018	1670	90.5	7.4	1.2	0.0	0.7	0.2
2018-2019	1741	92.3	5.9	1.1	0.0	0.6	0.1

Student profile, predominant primary languages (home languages):

School Year	Total enrollment	English		Spanish		Tagalog		Cantonese or Mandarin		Vietnamese		Other non-English	
		Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
2016-17	1590	707	44.5	871	54.8	6	0.4	2	0.1	2	0.1	2	0.1
2017-18	1652	706	42.7	938	56.8	3	0.2	2	0.1	1	0.1	2	0.1
2018-19	1752	743	42.4	1000	57.1	3	0.2	0	0.0	0	0.0	6	0.3

Student profile, grade levels and genders:

School Year and Gender	Grade level				Total Students
	9	10	11	12	
2016-17					
Male	207	188	173	210	778
Female	218	217	182	195	812
Total	425	405	355	405	1590
2017-18					
Male	225	177	171	207	780
Female	259	212	200	201	872
Total	484	389	371	408	1652
2018-19					
Male	237	223	169	191	820



Female	266	255	206	205	932
Total	503	478	375	396	1752

D. DATA ON ADDRESSING THE STATE PRIORITIES

1. LCCFF Priority 1: Basics (Teachers, Instructional Materials, Facilities)

a. All teachers are appropriately assigned pursuant to the Education Code and are fully credentialed in the subject areas and for the pupils they are teaching with the exceptions noted in item (b) below.

b. Additional staff qualifications and comments:

i. BUHS has two National Board Certified teachers (one in 2019-20).

ii. Percent of Teachers instructing outside credentialed area: 2%
The 2% is rounded to the nearest whole percent and based on 85 Teachers, which includes 7 CTE Teachers.

1. One Bilingual Multiple Subject Credentialed Teacher with BCLAD: this is a Spanish teacher teaching Departmentalized High School Spanish on a General Ed Limited Assignment Permit (GELAP).

2. One Full Single Subject Credentialed Foundational Level General Science and Physics Teacher teaching 4 sections of Earth Science with General Ed Limited Assignment Permit (GELAP).

3. *Not included in the above reported data are: fully credentialed Teachers on Board approved local assignment options to teach

English grade levels 10-12 (EC 44263) or Sports PE (EC 44258.7b); fully credentialed Teachers in Adult Ed, After School Tutor, Alternative Ed, and Credit Recovery assignments with Teacher Consent under EC 44865; or fully credentialed Teachers teaching ASB, Freshman Orientation, and Leadership under Title 5 (80005b) Teacher Consents (since all are deemed to be appropriately credentialed for the assignment).

iii. Number of teachers enrolled in an intern program: 5

iv. Number of teachers with an advanced Degree: 44

c. One hundred percent of students have access to their own copies of standards-aligned instructional materials at school and at home.

However, having only one copy machine for all the certificated teachers and one classified employee, the switchboard operator, making all the copies for teachers,



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does pose some difficulty with receiving materials in a timely manner. The constant use of the copier does cause it to be frequently be out of service due to needed repair. These repairs sometimes take several days. This contributes to difficulties in meeting the instructional needs of students.

- d. The California Dashboard indicates the school meets 100% of the “good repair” criteria, and that safe, clean and functional school facilities are maintained. The Dashboard also states, “as applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year.”

However, work orders from teaching staff frequently go unaddressed for months before they are addressed. While these maintenance items do not usually reflect a lack of safety, they do contribute to difficulties in meeting the instructional needs of students. This issue was discussed and addressed at one of the 2019 WASC whole group meetings with classified staff and classified management. It was noted that work orders are often mislabeled (appropriate category) by staff and thus received by the wrong department, where they tend to sit for several weeks. Management is aware of this issue, and agreed to more promptly send any mislabeled work orders to the correct department and staff. Management asked staff to notify the department supervisor if this issue continues. After this issue was brought to light, work orders have been resolved more promptly.

Science courses approved as meeting the UC a-g course requirements do not all meet the requirement for 20% laboratory time (as defined by the UC). Chemicals are safely stored in storerooms inaccessible to students; however, a current inventory of science chemicals is not available and not all science teachers have had chemical safety training. Classrooms are generally in a safe condition and have safety equipment installed, however, not all classroom equipment is

functional or usable. In this instance, work orders need to be submitted and staff needs to follow up to ensure that equipment has been repaired or replaced.

2. **LCFF Priority 2: Implementation of Academic Standards**

The rating scale referred to below reflects the following indicators:

- 1 - exploring and research phase
- 2 - beginning development
- 3 - initial implementation
- 4 - full implementation
- 5 - full implementation and sustainability



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BUHS is at the following levels of implementation of academic standards:

Area Addressed	Implementation Level				
	English Language Arts	English Language Development	Mathematics	Science (Next Generation Science Standards)	History - Social Science
Professional Development	4	4	3	4	3
Instruction Materials	5	5	4	3	2
Policy & Program Support	4	4	3	3	2

In addition, BUHS indicates the following implementation levels for these areas:

- Career Technical Education - 3
- Health Ed Content Standards - 3
- PE Model Content Standards - 5
- Visual and Performing Arts - 4
- World Language - 4

BUHS indicates a level 3 implementation for all areas of engagement of school leadership, including:

- Identifying the professional learning needs of groups of teachers or staff as a whole
- Identifying the professional learning needs of individual teachers
- Providing support for teachers on the standards they have not yet mastered

3. LCFF Priority 3: Parent Engagement

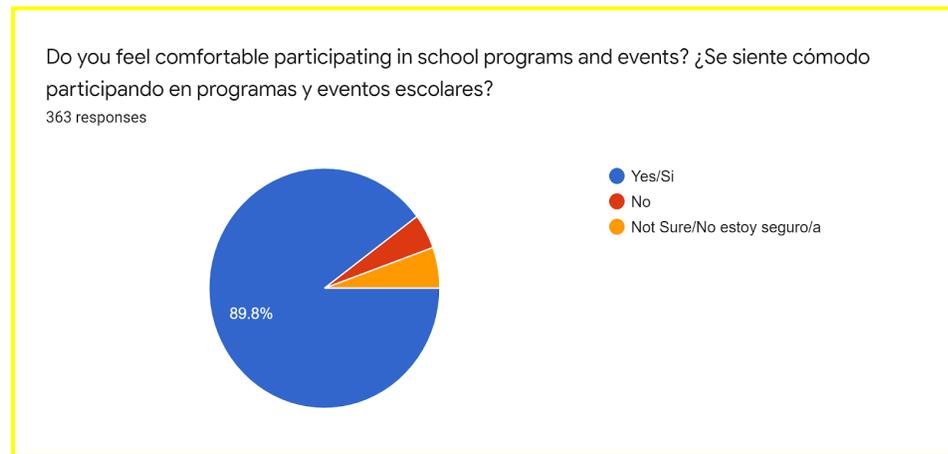
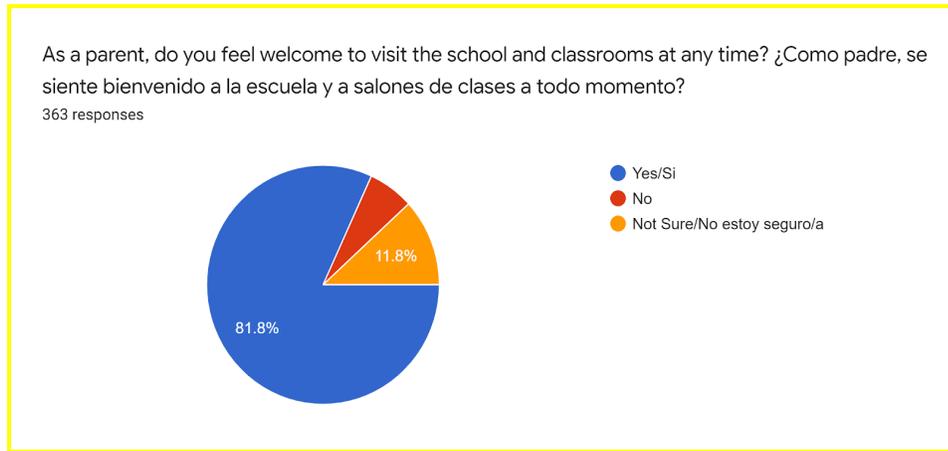
BUHSD has created a parent survey that is emailed to all parents and available to fill out during school events and parent meetings. The following includes the most recent data collected by BUHS. In regards to parents feeling welcome to visit the school, over 80% of parents did. Almost 90% of parents surveyed felt comfortable participating in school events and programs. While almost 70% of parents felt involved in the decision making process at their child’s school.

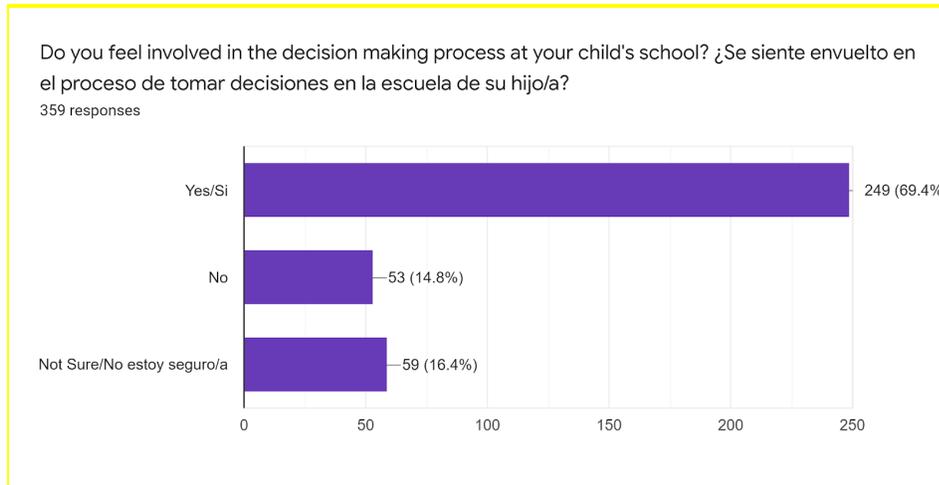
This parent survey encompasses several aspects of the California State Priorities and LCAP. Other State Priorities that are addressed in the parent survey, are Priority 2: Implementation of State Standards, Priority 3: Parent Involvement, Priority 4: Pupil Achievement, Priority 6: School Climate, and Priority 7: Course Access. The survey consists of questions that address professional



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development, course access, school climate and pupil achievement. BUHS continues to increase communication efforts with parents and stakeholders in order to increase the number of parents that feel involved in participating in school events and programs. The school has increased the number of Parent Nights and has taken an active presence in social media by continuously posting information and updates, as well as increase the resources and information available on the school website.



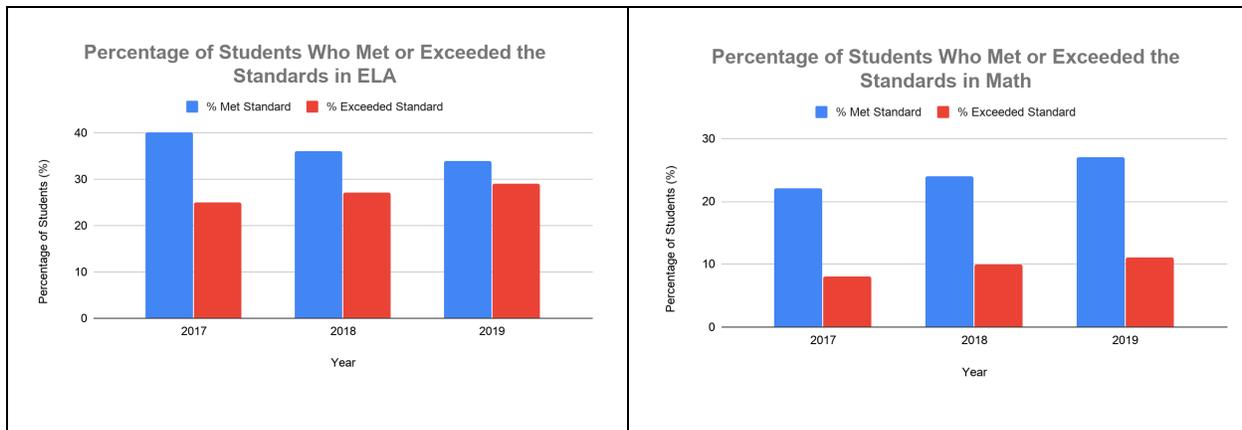


4. LCFF Priority 4: Performance on Standardized Tests

The California Assessment of Student Performance and Progress (CAASPP) program reports scores using the Smarter Balanced exam. The Smarter Balanced Exam tests juniors in high school, and currently only English Language Arts and Mathematics are assessed. Our standardized test scores since 2017 are shown below:

CAASPP Test Results Per Subject:

	2017		2018		2019	
	ELA	MATH	ELA	MATH	ELA	MATH
Number Tested	350	354	357	360	364	366
Percent Met Standard	40	22	36	24	34	27
Percent Exceeded Standard	25	8	27	10	29	11



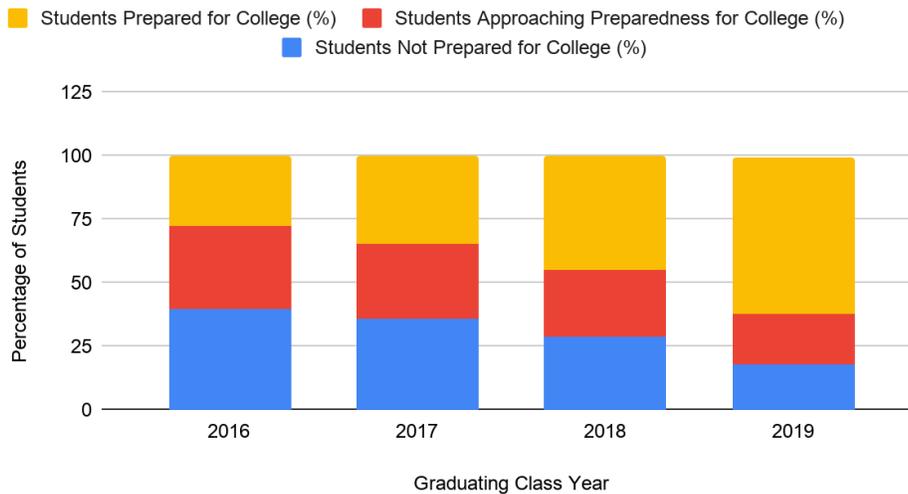


According to the data above, the percentage of BUHS students meeting the standards has decreased, those who exceeded the ELA standards increased 4% since 2017. In regards to the Math standards, there is an increasing trend for both percentage met and exceeded. Since 2017 students who exceeded the standards increased by 3%. 11th grade teachers continue to collaborate and create common assessments that provide students the opportunity to practice and prepare for the CAASPP. In regards to math, an integrated model with a 3 year requirement has been adopted by BUHS as well.

College and Career Readiness Indicators:

Graduating Class Year	Students Not Prepared for College (%)	Students Approaching Preparedness for College (%)	Students Prepared for College (%)
2016	39	33	28
2017	36	30	34
2018	29	26	45
2019	18	20	61

College and Career Readiness of BUHS Students (2016-2019)



Over the past 4 years, the percentage of students who are prepared for college continue to climb. The data above shows that in 2019 only 18% of the graduating class did not meet the criteria for being college and career ready. In addition to the number of AP classes available to students, indicators such as the availability of numerous CTE programs and the dual enrollment program accounts for the increase of

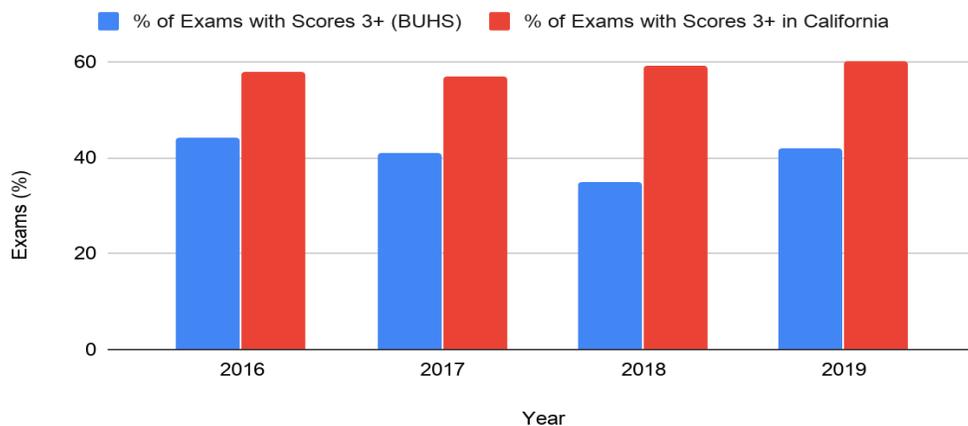


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student preparedness. BUHS also continues to offer summer school programs to migrant students and special education students.

The number of Advanced Placement (AP) participation has increased from 146 students and 226 exams taken in 2014 to 253 students and 465 exams taken in 2018, probably in large part thanks to a grant for fee waivers available to students since 2017. In addition, the number of AP courses offered each year for the past several years has increased by one or two. Total number of AP exams taken and number of students earning a score of 3 or better for the last three school years is shown below:

Percentage of Exams with Scores of 3 or Better for BUHS vs. California



According to the data, there has been an increase of 7% in students passing with a score of 3 or better, however, that is a slight decrease from the 2016 data.

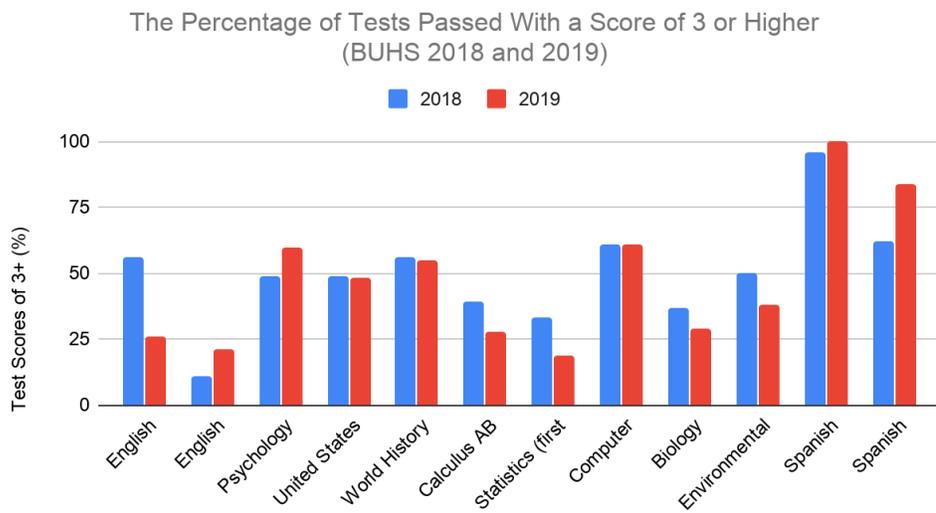
AP Students	2016	2017	2018	2019
Total AP Students	204	237	253	286
Number of Exams	325	387	465	485
AP Scores with 3+	143	159	162	206
% of Exams with Scores 3+	44	41	35	42
% of Exams with Scores 3+ in California	58	57	59	60



BUHS AP Test Scores by Subject						
AP Subject	2018			2019		
	Total exams	# of scores of 3, 4 or 5	% of scores 3+	Total exams	# of scores of 3, 4 or 5	% of scores 3+
English Language & Composition	54	30	56	74	19	26
English Literature & Composition	80	9	11	72	15	21
Psychology (first offered 2017-18)	35	17	49	10	6	60
United States History	72	35	49	73	35	48
World History	45	25	56	51	28	55
Calculus AB	33	13	39	29	8	28
Statistics (first offered 2016-17)	21	7	33	36	7	19
Computer Science (first offered 2017-18)	18	11	61	23	14	61
Biology	19	7	37	31	9	29
Environmental Science	20	10	50	21	8	38
Spanish Language & Culture*	55	53	96	52	52	100
Spanish Literature and Culture	13	8	62	13	11	84

* A number of students taking the Spanish Language & Culture AP test are native Spanish speakers who challenge the test without taking the AP Spanish Language & Culture course.

It should be noted that AP course enrollment may be higher than the number of AP exams taken. An increase in the number of AP students may be attributed to the fact that enrolment for courses is open. In addition, fee waivers are available to many students, but not all eligible students take advantage of fee waivers. Below the data shows that students taking the Spanish Language and Literature exams continue to improve and increase the passage rate. These tests have had the highest passage rates at BUHS for a number of years. This trend may be attributed to the consistency within the Spanish department. Teachers work closely to ensure that their goals, objectives, and strategies target their standards (vertical alignment).





SAT scores: The SAT benchmarks are associated with a 75% chance of earning at least a C in first-semester, credit-bearing, college-level courses. The SAT benchmark for Evidence-Based Reading and Writing (ERW) is 480, and for math 530. The most recently-available data for these exams is shown below.

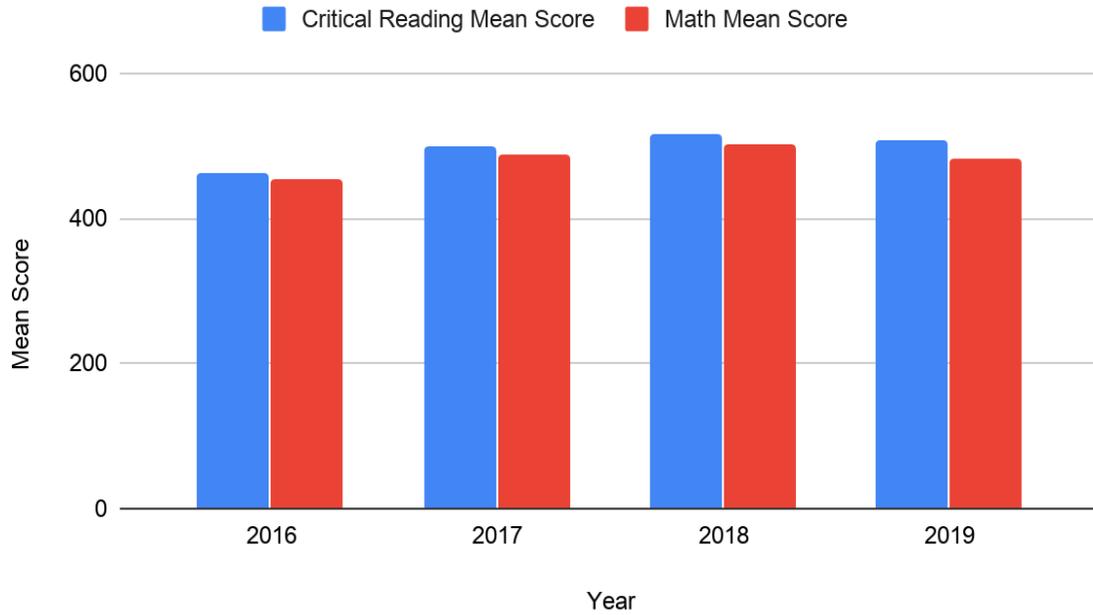
Our **SAT mean scores** for recent years are as follows:

Year	Critical Reading Mean Score	Math Mean Score
2016	463	455
2017	499	489
2018	517	501
2019	507	483

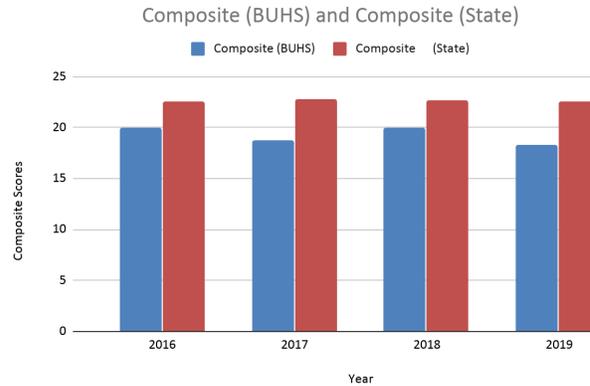
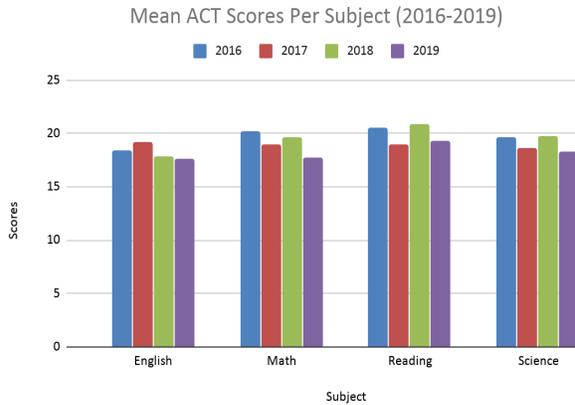
According to the results below there was a slight decrease in both critical reading and math scores from the previous year (2018). The mean scores remain higher than the scores reported in 2016.



Critical Reading Mean Score and Math Mean Score



ACT Scores						
Year	Test Area	Number of students testing	Score Averages			
			English	Reading	Math	Science
2015-16	BUHS	108	19	21	20	20
	Imperial Co.	562	19	20	20	20
	State of CA	108,679	22	22	22	22
2016-17	BUHS	62	18	19	19	19
	Imperial Co.	462	21	20	21	20
	State of CA	109,506	23	22	22	22
2017-18	BUHS	96	19	21	20	20
	Imperial Co.	479	19	21	20	20
	State of CA	100,197	22	23	22	22
2018-19	BUHS	115	18	19	18	18



According to composite score results, the number of ACT test takers continues to increase however the scores rise and fall every other year. 2019 shows a downward trend, which continues to remain below the state average.

Student grades by semester: Total grades (one grade represents one course out of five to six or more a student takes) and percentage of each grade for that semester:

School Year	Sem-ester	Grades Earned											
		A		B		C		D		F		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	Grades	%
2016-17	Fall	3402	31.9	2659	24.9	1933	18.1	949	8.9	1738	16.3	10681	100.0
	Spring	3201	31.3	2549	25.0	1780	17.4	944	9.2	1741	17.0	10215	100.0
2017-18	Fall	3964	35.9	2542	23.0	2885	26.1	907	8.2	737	6.7	11035	100.0
	Spring	3623	38.0	2459	25.8	1778	18.7	889	9.3	775	8.1	9524	100.0
2018-19	Fall	3913	38.6	2652	26.1	1898	18.7	895	8.8	784	7.7	10142	100.0
	Spring	3844	39.5	2476	25.5	1721	17.7	857	8.8	824	8.5	9722	100.0

5. LCFF Priority 5: Pupil Engagement

Graduates: graduates meeting UC/CSU requirements, dropouts:



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School Year	Total Enrollment	Graduates		Graduates Meeting UC/CSU Requirements		Dropouts	
	Number	Number	Graduation Rate (% of class graduating)	Number	% of Graduates	Number	% of Total Student Population
2016-17	1669	402	95.5	128	32	12	0.7
2017-18	1670	374	98.7	118	32	7	0.4
2018-19	1771	402	98	157	42	4	0.2

The graduation rate seems to be maintained with a slight decrease (-.7) while the dropout rate also decreases by .2%. With a push for students to meet the A-G requirements the percentage of graduates continues to rise since 2017. Counselors put forth a great deal of effort in helping students create a 4 year plan in attempts to get as many students A-G certified as possible. In regards to the high graduation rate, BUHS provides a credit recovery program which may account for this.

Attendance and Chronic Absenteeism Rates: Note that chronic absenteeism refers to students who are out of school 10% or more of school for any reason, whether their absence is excused or unexcused.

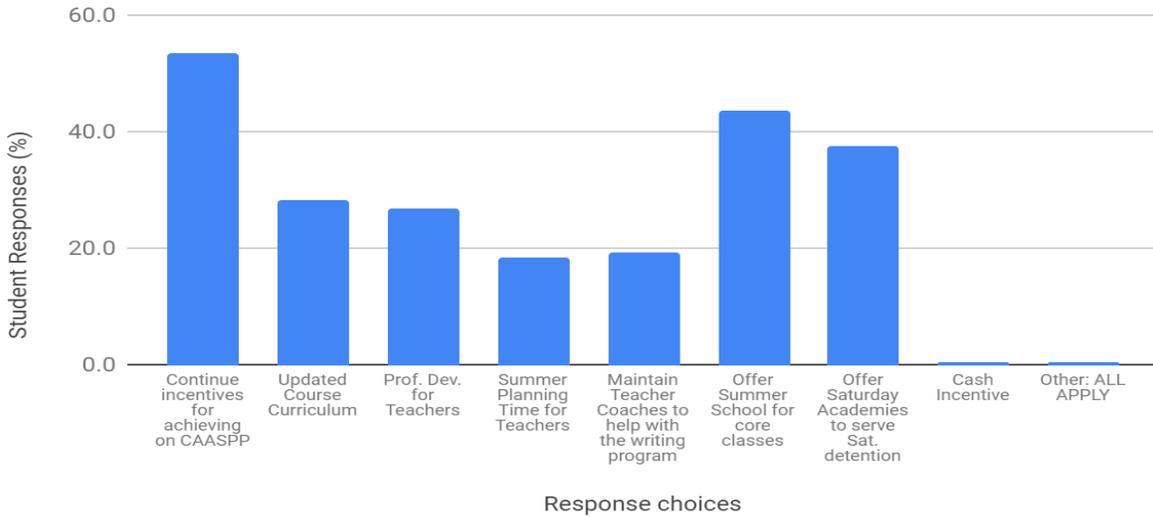
School Year	Avg Daily Rate of Attendance (District)	Census Day Enrollment (BUHS)	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Student Count	Chronic Absenteeism Rate (%)
2016-17	1766.96	1672	1748	205	11.7
2017-18	1768.22	1687	1767	178	10.1
2018-19	1859.79	1771	1841	182	9.9

The following data was collected from a survey of 222 students at the annual ICAN event on March 21, 2019:

- For LCAP Goal 1: Assist Students in increasing achievement (CAASPP tests, English, Math, Science, History, etc.), the top three choices selected were:
 - Continue incentives for achieving on the CAASPP
 - Offer summer school for English, Science, Math, History
 - Offer Saturday Academies for Students who Need to Serve Saturday School

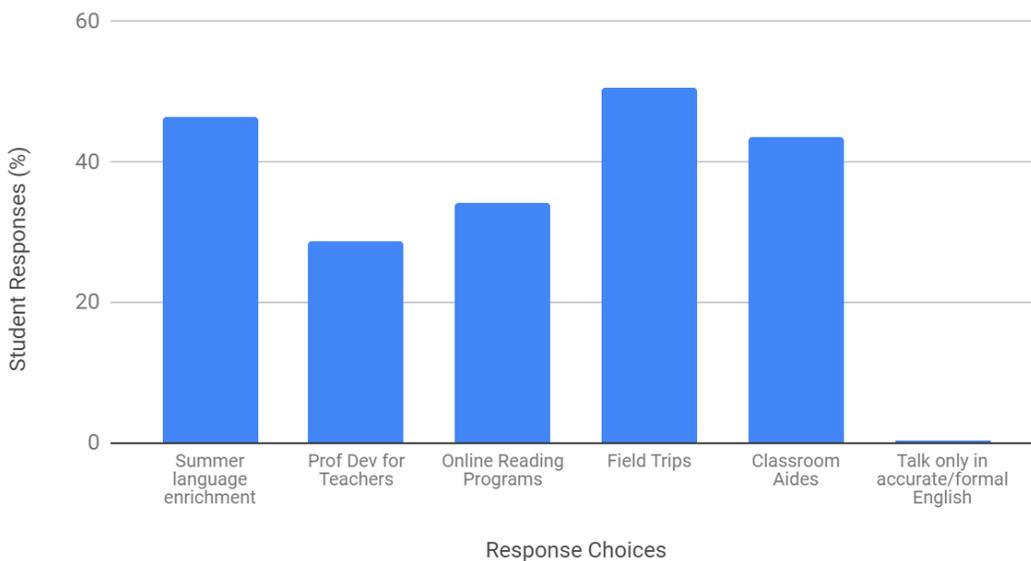


LCAP Goal 1: Assist Students in Increasing Achievement



- For LCAP Goal 2: Assist English Learners in Becoming Proficient in English, the top three choices selected were:
 - Field Trips
 - Summer Language Enrichment
 - Classroom Aides

LCAP Goal 2: Assist ELs in Becoming Proficient in English



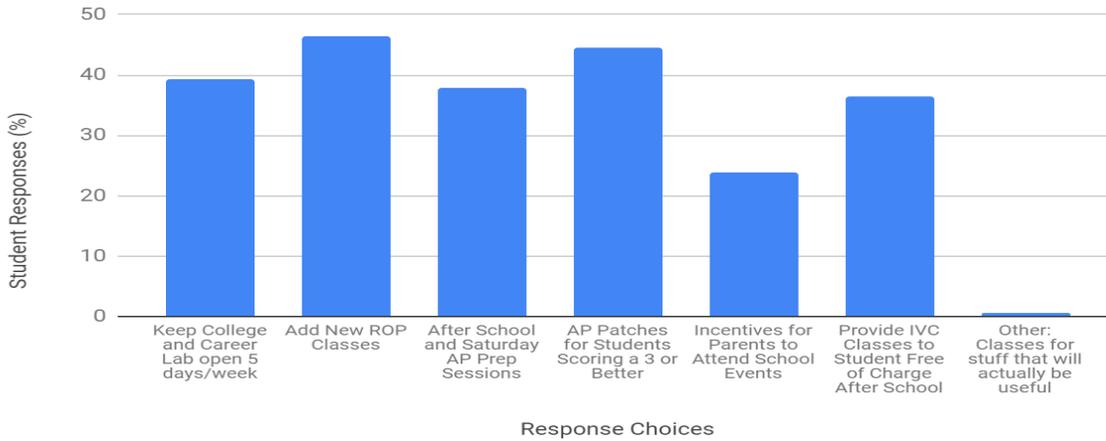
- For LCAP Goal 3: Increase College and Career Readiness, the top three choices selected were:



[- BRAWLEY UNION HIGH SCHOOL - WASC Focus on Learning 2020 Self-Study Report](#)

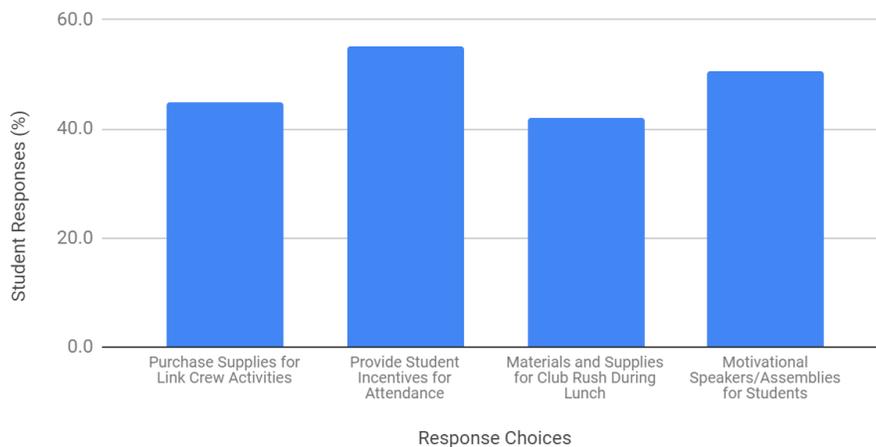
- Add new ROP classes
- AP patches for students scoring a 3 or better
- Keep the College and Career lab open 5 days a week

LCAP Goal 3: Increase College & Career Readiness



- For LCAP Goal 4: Create a School Climate That Encourages Attendance, Positive Behavior, Increased Academic Success and Parent Involvement, the top 3 choices selected were:
 - Provide Student Incentives for Attendance
 - Motivational Speakers and Assemblies for Students
 - Purchase Supplies for Link Crew Activities

LCAP Goal 4: Create a School Climate That Encourages Attendance, Positive Behavior, Increased Academic Success a...



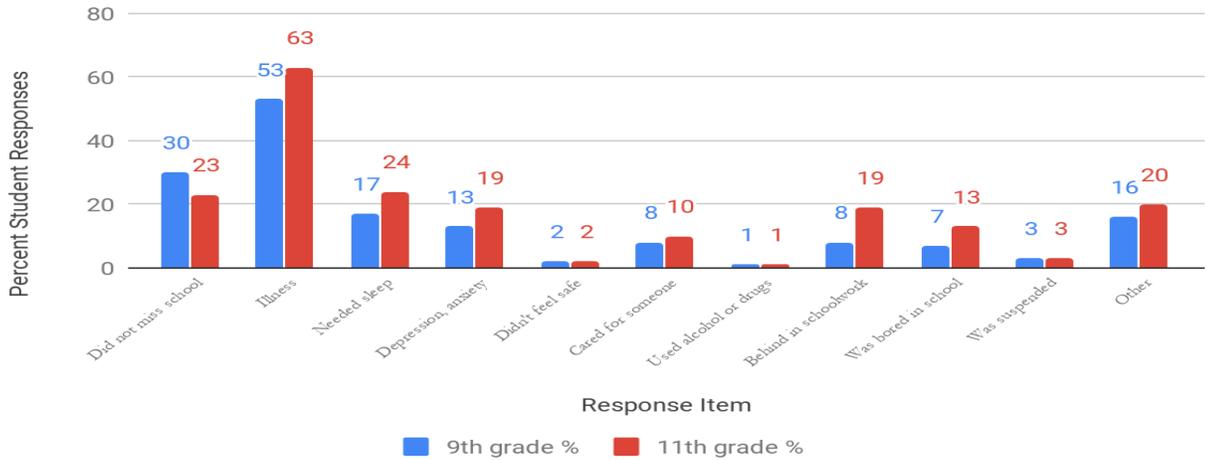
6. LCFB Priority 6: School Climate



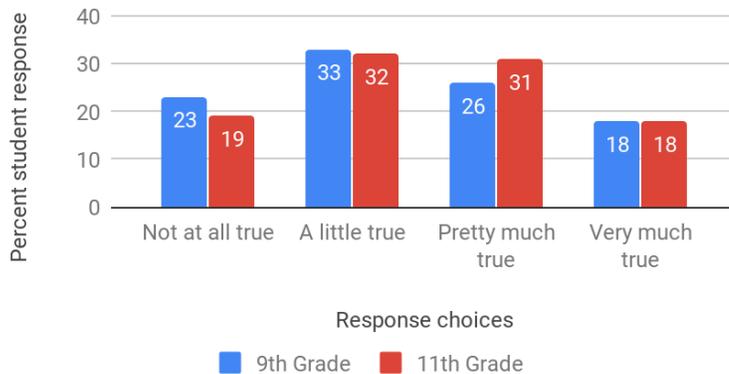
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California Healthy Kids Survey: The Healthy Kids Survey is given to freshmen and juniors every two years and contains numerous questions about school performance, violence and safety issues, substance abuse, and physical and mental health issues. Below are some selected responses from the most recent surveys. A copy of the February 2019 survey can be found in the Appendix.

Reasons for school absence in the last 30 days

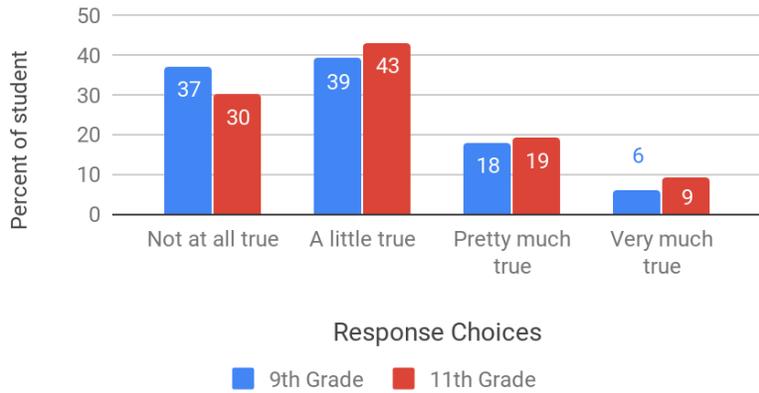


I do interesting activities at school

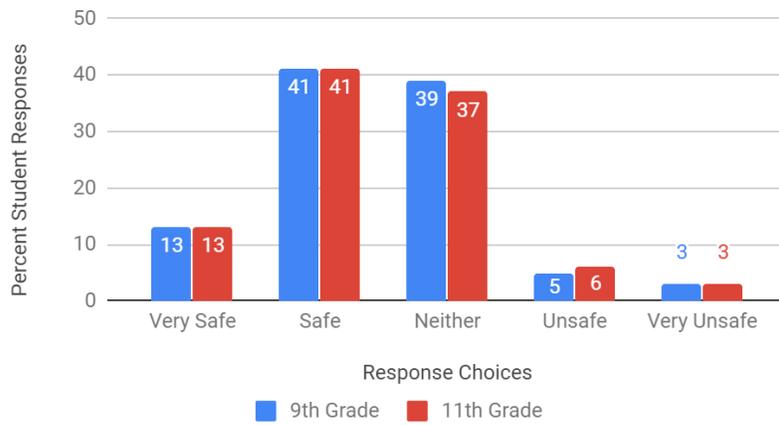




I help decide things like class activities or rules

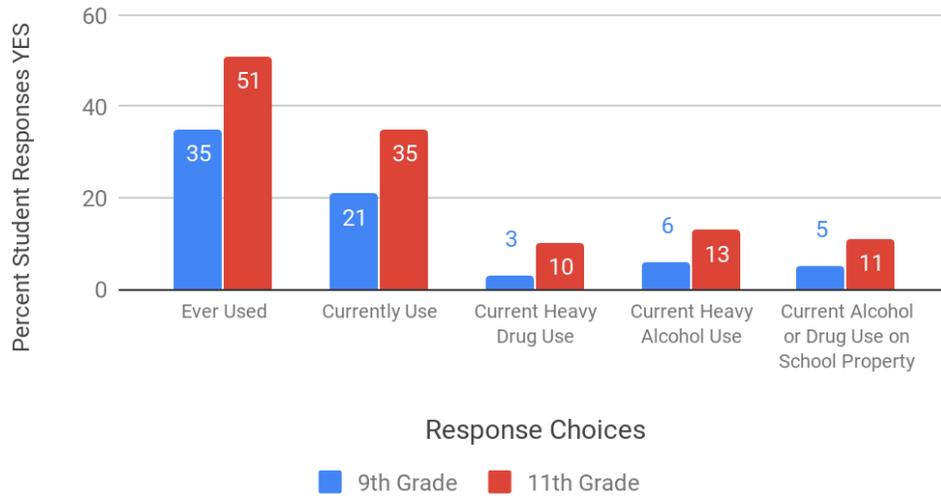


Perceived Safety at School

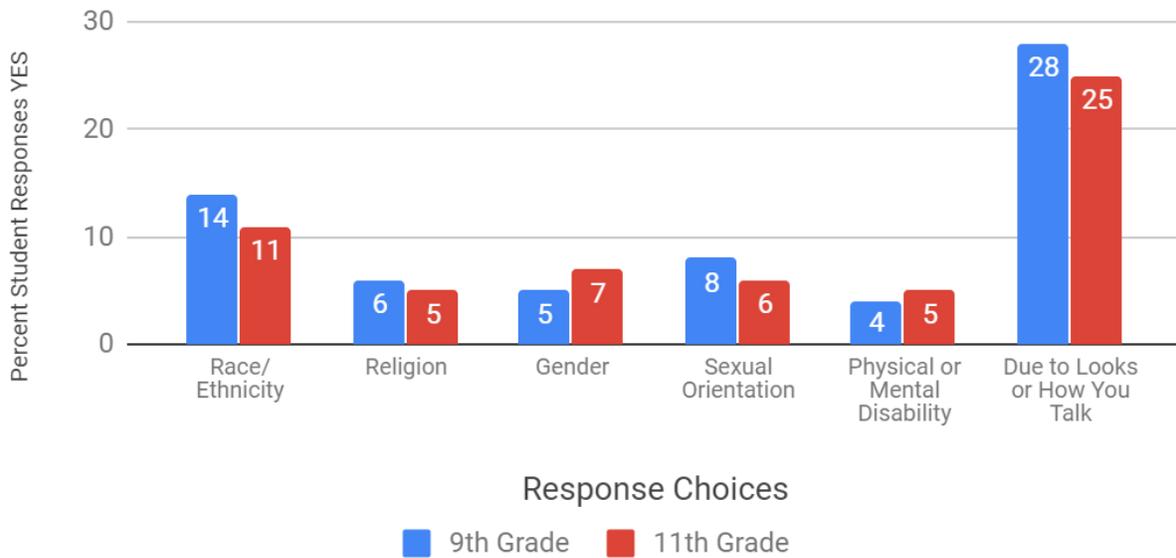




Alcohol and Drug Use by Students

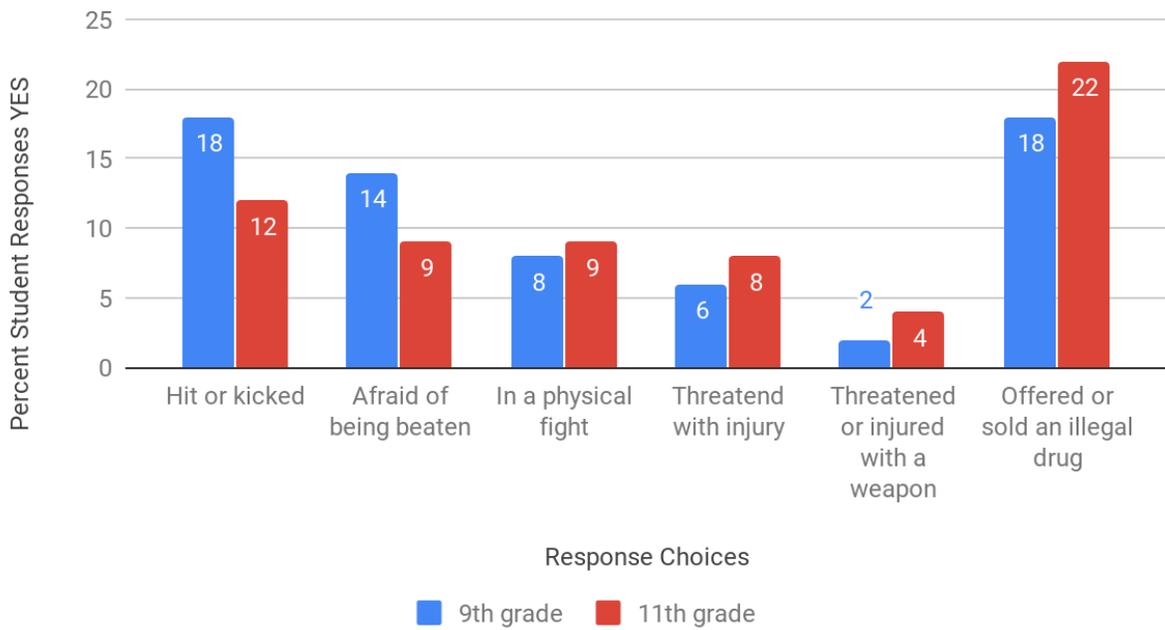


Reasons for Harassment at School in the Last Year

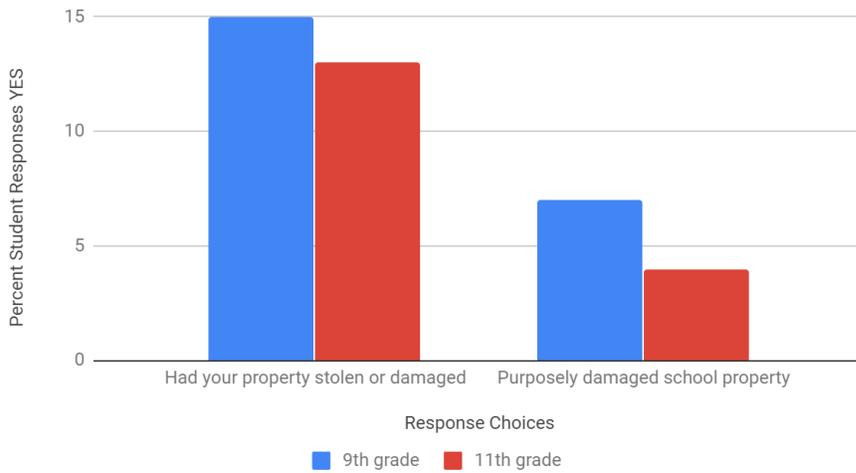




Victimization at School, Past 12 Months, have you been:



Property Damage on School Property, Past 12 Months, Have You:





Student profile: Suspensions, Expulsions:

School Year	Total Enrollment		Suspensions	Expulsions
	Number	% of Total	% of Total	% of Total
2016-17	1669	100	11.4	0.2
2017-18	1670	100	4.4	0.2
2018-19	1771	100	8.8	0.05

The data above shows a decrease in suspensions and expulsions since 2016-2017, however the percentage of suspensions has doubled from 4.4% in 2018 to 8.8% in 2019. According to the student responses in the survey data above, many students have been victimized, harassed, and/or used drugs. In an effort to address those issues and improve the school climate, BUHS has implemented PBIS along with a campaign to promote the school’s adopted core values, and a Link Crew Leadership Team. In addition, there is a variety of extracurricular clubs available to students, in order to help increase student engagement and inclusivity. (List in Appendix).

7. LCFF Priority 7: Access to a Broad Course of Study

BUHS has a master schedule committee to evaluate the number of course sections offered compared to the number of students requesting a specific course. The committee discusses courses most requested by students in order to research the possibility of adding them to the master schedule course offerings. In recent years, the district has added A-G courses as well as AP courses.

Through the District’s self evaluation, there is a recognized need to diversify course offerings in the areas of foreign language, electives and CTE/ROP pathways. Barriers preventing successful increases in these areas include finding qualified teachers credentialed in languages other than Spanish, funds required to hire additional certificated staff to increase elective and ROP courses as well as funds to purchase needed materials for new ROP courses.

Information about numbers of students who meet college and career readiness indicators are shown above in LCFF 4. Numbers of students meeting UC a-g requirements are shown above in LCFF 5. Ruben Felix, one of our counselors, is responsible for maintaining UC course approval.

E. Schoolwide Learner Outcomes



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Teachers are provided with posters of the schoolwide learner outcomes to be displayed in each classroom. Some teachers create lessons with the SLOs in mind while many do little to address them. BUHS is in the initial phase of promoting the SLOs and continues to make efforts to help teachers improve in implementation. As of now, there is little evidence that measures the extent to which students are

achieving all SLOs. The plan is the addition of instructional coaches, PBIS, and Link Crew will help address this.

F. SUMMARY OF PROFILE

BUHS continues to improve CAASPP scores and is making great strides in ensuring college and career preparedness of their students. With the addition of more CTE courses and dual enrollment more students are taking advantage of these opportunities. With respect to AP exam data, BUHS scores below the state average. There seems to be a slight decline in the number of test takers although there are more AP courses available. There seems to be a need to balance between CTE and AP participation.

While the programs at BUHS show progress it is evident that school climate must also be addressed. With the doubling of the suspension rate, a system of monitoring by security and school staff in general is necessary. Although in its early implementation phase, the multi tiered systems of support will be the focus of BUHS administration and staff in the years to come. Since there is a direct correlation between school climate and overall student achievement, it is paramount that BUHS focus on the improvement of school climate in order to support the needs of all students. With this support it is expected that the academic progress of all students will be influenced in a positive manner.

Critical Student Learner Needs

1. Data from benchmarks and CAASPP need to be analyzed and used to drive/modify instruction in order to better serve our students learning needs.
 2. Learners need to be better supported and encouraged to take advantage of positive engagement opportunities in order to increase inclusivity and connectivity with the school community, and thus reducing school suspension rates and chronic absences.
 3. Provide systematic support and interventions for all students who are underperforming academically, while correlating these support measures to the Schoolwide Learner Outcomes.
-



Important Questions Raised by Analysis of Data (for Staff Discussion in Focus Groups)

1. What is each department doing to help increase student success? Is it isolated teachers or department-wide or by grade-level?
2. What can BUHS do, across all disciplines, in order to systematically analyze benchmark and CAASPP data?
3. How do we systematically use that aggregated data, across all disciplines, to drive instruction in order to maximize student learning achievement?
4. How can we incorporate SLO's to classroom instruction, across all disciplines, in order to increase student success in college and career readiness, literacy and communication, analytical skills, standards, and social and personal responsibility?
5. What can BUHS do to increase parent communication and engagement in our school community?



Chapter II: Self-Study Findings / Focus Group Reports





CHAPTER III: SELF-STUDY FINDINGS/ FOCUS GROUP REPORTS

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators and Prompts

A1.1 Vision – Mission – Schoolwide Learner Outcomes – Profile

The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready, and aligned with district goals for students.

Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*



Findings	Supporting Evidence
The school’s Vision, Mission and Schoolwide Learner Outcomes have been impacted by the pertinent student and community profile data with the belief that all students can learn and be college and career ready.	<ul style="list-style-type: none"> -College & Career Readiness data - CTE & AP courses - Counseling center - College & Career Center - graduation rates -Special Education - post graduate/ job training

A1.2 Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Prompt: *Evaluate the effectiveness of the process that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Vision, mission, and SLO’s were revised in 2018-2019 school year.</p> <p>Existing statements were sent to department in the Fall 2018 soliciting input for revisions, updates, suggestions/comments.</p> <p>The few suggestions revisions were compiled into a Google form and sent to all faculty to vote on. Those suggestions receiving the most votes were incorporated into new statements in March 2019.</p> <p>The processes that engage all stakeholders are not very effective for several reasons. One reason is that there are many students and parents</p>	<ul style="list-style-type: none"> - Staff emails -Department meeting minutes -Google survey regarding voting for proposed changes



that know they can be part of the process or they choose not to because they think it does not apply to them. Another reason is that there are not many community-wide encouraging participation from all stakeholders, so many parents and community members are not aware of BUHS events.

Some solutions to address the lack of communication between BUHS and all stakeholders is to use school-wide intercom to make daily announcements and refer statements. We could also display the statements on the two marquees. Another possibility is to use tutorial periods to include lessons regarding statements and SLO's.

A1.3 Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP

Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
Although the mission, vision, and SLO's are posted in most classrooms, they are not explicitly taught, reinforced, or referred in instructional lessons. Staff and students demonstrate a general knowledge and understanding of these statements; however, they are not widely known by parents and community members.	<ul style="list-style-type: none"> -Classroom statement posters - Back-to-School Night - ICAN event - AP Night/ WASC Night -Student Study Team



- Orientation meetings
- Board meetings
- School Site Council
- Classroom observations
- BUHS website and social media accounts

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career- readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Indicators and Prompts

A2.1 Understand the Role of the Governing Board and District Administration

A2.1. Indicator: The school community understands the governing authority's role, including how stakeholders can be involved.

Prompt: *To what degree does the community understand the governing authority's role, including how stakeholders participate in the school's governance?*



Findings	Supporting Evidence
<p>All stakeholders in the BUHS District have opportunities to be informed of and understand the governing body’s role in deciding school procedures and policies.</p>	<ul style="list-style-type: none"> - Board Meetings--mailings -Publicized in Newspapers
<p>From social media to mailed letters, the District issues a variety of methods to inform the community of any district meetings or forums.</p>	<ul style="list-style-type: none"> -BUHS website and BUHS social media postings -Coffee Cat meetings -ELAC/DELAC
<p>Through focus group meetings and WASC Parent Nights, parents stated they were not aware they had a role or opportunity to participate in how administration and/or school board makes decisions affecting their students.</p>	<ul style="list-style-type: none"> -Parentlink -School Site Council -WASC parent night -Flyers for various events

A2.2 Relationships between Governing Board and School

A2.2. Indicator: The school’s stakeholders understand the relationship between the governing board’s decisions, expectations, and initiatives that guide the work of the school.

Prompt: *Provide examples of how stakeholders understand the relationship between the governing board’s decisions, expectations and initiatives that guide the work of the school.*

Findings	Supporting Evidence
<p>Various avenues are in place for stakeholders to provide input into Board driven policies as well as ask questions to understand governing body decisions fully in regards to students’ academic, social and extracurricular participation.</p>	<ul style="list-style-type: none"> -Focus group meetings for: -DELAC/ELAC -WASC process
<p>How do we know/ ensure/ assess that students, parents, staff,</p>	



business partners, and community members understand the relationship between the governing board’s decisions, expectations and initiatives that guide the work of the school?

- Department Meetings
- School Site Council
- Leadership Class
- Staff/Faculty/Parent meetings
- Coffee Cat
- SST/504/IEP Meetings
- ICAN/Open House/Back to School
- Union Meetings
- Orientations/Link Crew
- Translation Services
- Family Resource Center
- WASC parent night
- SARB--avenues for intervention result in expansion of FRC services

A2.3 Uniform Complaint Procedures

A2.3. Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

Prompt: *Evaluate the degree to which the school leadership ensures understanding and use of the district’s Uniform Complaint Procedures. (Priority 1).*

Findings	Supporting Evidence
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- [BRAWLEY UNION HIGH SCHOOL - WASC Focus on Learning 2020 Self-Study Report](#)

There is a definite lack of understanding of the protocol for complaint procedures among our faculty. A Google Form Survey was sent to all staff in the Spring of 2019. Survey reported that out of 61 faculty members, only 11 knew how to file a complaint.

- Links to complaint procedures are posted on the school website
- Staff Survey regarding UCPs
- Staff Handbook

A3. Leadership: Data-Informed Decision-Making and Ongoing Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP as needed.

Indicators with Prompts

A3.1 Broad-Based and Collaborative

A3.1. Indicator: The school’s broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
<p>Brawley Union High School’s improvement planning process encourages collaboration among its stakeholders. The School Plan for Student Achievement (SPSA) is revised yearly by the School Site Council (SSC), comprised of students, teachers, and parents. After an analysis of pertinent data, appropriate school-wide goals are set to increase student academic performance. The SPSA is revised annually to ensure that it continues to be relevant to students’ academic needs.</p>	<ul style="list-style-type: none"> - SPSA -SSC meeting minutes -LCAP survey -DELAC/ELAC Advisory Committees -Department meeting minutes - Liaison meeting minutes -Healthy Kids Survey -Benchmark assessment results



Additionally, the LCAP (Local Control Accountability Plan) survey solicits input from parents and students regarding which programs and services would help improve student outcomes. Appropriate goals are set and funds are allocated to meet those goals.

Teachers are given time to collaborate with their colleagues, during some staff development days and biweekly collaborative days, to evaluate the effectiveness of the strategies used in the classroom, ensuring that student needs are being met. Benchmark assessment results, CAASPP results, GPA's, and CSU/UC eligibility rates are continuously analyzed and evaluated by all stakeholders from different committees, such as SSC and District English Learner Advisory Committee (DLAC). This ensures that all stakeholders are involved in the process.

A3.2 School Action Plan Correlated to Student Learning

A3.2. Indicator: The school's Action Plan is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

Prompt: *How do staff ensure that the school action plan is directly linked to and driven by the analysis of student achievement of the major learner and college- and career-readiness needs, and the California School Dashboard indicators?*

Findings	Supporting Evidence
<p>BUHS ensures that its SPSA is reviewed annually as a result of thorough analysis of student achievement data as it relates to academic standards. State assessment results, Title III assessment results, benchmark assessment results, pass/failure results, GPA's,</p> <p>CSU/UC eligibility rates, AP passage rates, graduation rates, attendance rates, suspension rates, college and career readiness, and CTE program completion are all taken into consideration while determining direction for the development of appropriate school-wide instructional objectives.</p>	<ul style="list-style-type: none"> - SPSA -Department meeting minutes -SSC agendas and minutes -LCAP -Aeries Portal -CALPADS



While the SPSA revision process involves representatives from multiple stakeholder groups, a relatively small group of people actually participate in the process itself.

While some departments utilize full staff development days, as well as monthly collaborative days, to analyze and disaggregate student achievement data in order to develop revised department goals and strategies that promote all students achievement academic standards, this is not a universal systematic practice school-wide.

A3.3 Collective Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
<p>The staff is provided opportunities to share responsibility, actions, and accountability to support student learning. Teachers are encouraged to make classroom observations of any teachers on campus during their assigned prep period, or a substitute may be provided upon request if desired visitation does not fall within assigned prep period.</p>	<ul style="list-style-type: none"> -Collaborative meetings (staff and teachers) -Department-wide and grade-level Professional development -Voluntary Professional Development Opportunities -Benchmarks
<p>The school leadership and staff share decision making in creating benchmarks to measure student learning. Teachers are involved in picking the standards that will be measured in the benchmark provided to students. Attempts to reflect on actions and accountability are present, but there is room to increase depth and consistency.</p>	<ul style="list-style-type: none"> - Teacher mentors -Instructional Coaches



The staff is involved in choosing professional development to support student learning. School leadership send surveys for staff to have a choice on what practices would be best to support all students' learning in their classrooms.

A3.4 Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
<p>The school district has established Google e-mail accounts for the staff, which staff members are expected to utilize to communicate with other school personnel, including administration. In addition, administration has an open door policy that allows staff to personally discuss school-related issues with administrators.</p>	<ul style="list-style-type: none"> -E-mail messages -School calendar -Collaborative Day Agenda -Liaison Meeting Agendas -School Site Council Agendas
<p>While most staff, including administrators, are prompt and efficient in their e-mail correspondence, a few do not respond timely, or not at all, to e-mail requests.</p>	<ul style="list-style-type: none"> -Collective Bargaining Agreements
<p>Information about job openings, health benefits, and other staff news is disseminated through e-mails and bulletin postings. Additional information, such as school events and the availability of school facilities, is available on the District's website.</p>	
<p>As far as planning is concerned, the school has a number of early-release days for the students so that the staff may meet and</p>	



collaborate. Many of these are planning days in which teachers meet in their departments to discuss curriculum, assessments, data, and other student-related matters. Other collaborative days are dedicated to school-wide issues and planning, such as in-service, new procedures or policies being implemented, or WASC activities. In past years, teachers have been given hours during the summer to plan for the upcoming school year and develop curriculum and assessment. The current collaborative days will not necessarily be sufficient and additional planning time is often required.

Both certificated and classified staff have collaborative bargaining contracts that delineate the protocol for resolving a contractual issue. However, prior to filing a formal grievance, attempts are made to resolve a grievance on an informal basis.

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators with Prompts

A4.1 Qualifications and Preparation of Staff

A4.1. Indicator: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

Prompt: *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*



Findings	Supporting Evidence
<p>For some time, the district has embraced and collaborated with the Imperial Valley Regional Occupational Program (IVROP) to which gives students the opportunity to adapt to a particular set of skills that they can apply outside of their classrooms. Qualified staff members associated with the program are tested and evaluated through years of work experience in the field and supervision from within the district to ensure positive introduction into classrooms. The district offers guidance from their Human Resource (HR) department and upcoming Career Technical Education (CTE) instructors are supervised upon completion to clear their teaching credential through an online university.</p>	<ul style="list-style-type: none"> -IVROP -Supervision/ Guidance -CTE -Teacher PD opportunities -Credential assignment monitored every 4 years -Teacher Induction Program
<p>Before hiring, HR staff makes sure incoming teacher/staff meets are requirements and provides proper documentation of education for the position they are applying for. For example, CTE teachers have to have previous hands-on experience, high school diploma, and sign an intent to enroll in courses. They have three years to comply and clear their credential.</p>	
<p>In the BUSTA Union booklet, Article XVI (Professional Development and Education Improvement) says the District will pay fees including paying for substitutes so that the teachers can attend professional development, conferences, training or programs for education improvement. They want to ensure they have qualified teachers and staff.</p>	
<p>The district complies with County Office mandated monitoring every 4 years to ensure teachers hold appropriate credentials required for assignment, to include regular education and special education teachers and non-teaching certificated staff.</p>	
<p>The district provides new teachers with an Induction Support Provider to help the clear Preliminary Credential. Teachers from each academic department receive focused PD training as a group related to their specific core curriculum, standards, and strategies.</p>	



Teachers work with their department to review curriculum and benchmarks. Training for teaching English Language Learners is

provided for all teachers. State licensed preschool employees receive Child Development training every year.

A4.2 Professional Development and Learning

A4.2. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Determine the effectiveness of the professional development support, time and resources to the teacher and staff needs. Comment on the effectiveness of the process in place to assess the measurable effects of professional development on teacher practice and the impact it has on student performance.*

Findings	Supporting Evidence
<p>The school site has allocated professional development days that have been utilized to support staff with strategies that range from collaborative learning, curriculum development, to assessment analysis. These activities have been provided to meet both department-specific applications and school-wide instructional needs.</p>	<ul style="list-style-type: none"> -LCAP -Liaison meetings -March PD day -ICOE training sessions -CAASPP training -School-wide CAASPP results are reviewed with staff -Departments may submit requests for professional development -Instructional coach support -Activities supported by Instructional Coaches
<p>Data of student performance is reviewed with staff at the beginning of the school year. This helps establish goals for student achievement and drives the topics for future professional development at the school-wide and intra-department levels. Staff input is taken into consideration which also drives the direction of professional development to meet staff needs.</p>	



Instructional time is allocated for school-wide literacy constructed response writing campaigns for the students to engage in writing

-Department collaboration days/
meetings/ minutes

across the curriculum. Teachers that implement these campaign activities receive preliminary training and are then supported individually by as assigned instructional coach. Professional development is provided school-wide to support faculty in implementing these literacy campaigns.

Faculty receives peer-support from expert teachers who have been assigned as instructional coaches. These instructional coaches conduct class observations and meet with faculty to review performance, provide feedback, and share instructional strategies.

Departmental collaboration meetings are allocated to address curriculum needs, benchmark assessments, and instructional plans to improve on standardized goals.

A4.3 Measurable Effect of Professional Development on Student Learning

A4.3. Indicator: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

Prompt: *Evaluate the measurable effects of professional development/learning activities, including coaching and mentoring, on student learning.*

Findings	Supporting Evidence
Some departments analyze student learning standards and benchmarks. There is no formal school-wide procedure to assess	- Workshop PO's that reflect payment and attendees



the effects of professional development of teachers’ practices and/or the impact it has on student performance.

BUHS now participated in school-wide campaigns that reflect the professional development impact on students. These school-wide campaigns include: constructed response writings (brief writes,

procedural writing, cover letters, business letters), the academic vocabulary campaign, and the Question Formulation Technique (QFTs). With these campaigns, students are getting used to writing in more practical ways via practicing in all of their classes (not just English class).

- Department meeting minutes
- Data on test scores and benchmarks
- School-wide campaign scores and evidence

A4.4 Supervision and Evaluation

A4.4. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Prompt: *How effective are the school’s supervision and evaluation procedures?*

Findings	Supporting Evidence
Classified staff supervision- each individual employee has an immediate supervisor who oversees supervision during day and night shifts, and overall daily performance.	-Employee handbook -Classified and certificated employee contracts
Classified staff evaluation - staff is evaluated every three to eight months, during probationary periods. After probationary period, evaluations occur once a year prior to June 1st. All evaluations are documented on staff evaluation forms. Staff meets with evaluations where feedback is provided. Effectiveness is	-Certificated staff observation forms and evaluations -Classified staff evaluations



measured by the number of complaints recorded and disciplinary action taken against staff.

Certificated employee evaluation - prior to tenure of one year of employment, certificated employees are observed three times a year. Upon completing probationary period, certificated staff are evaluated twice every 2 year period. Certificated staff meets with their evaluator and provided with feedback. More frequent, formal supervision or certificated staff is not done.

A4.5 Communication and Understanding of School Policies and Procedures

A4.5. Indicator: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>The faculty handbook is updated and emailed to staff each year. It includes district and school policies and procedures on grading, discipline, and other student and employee protocols. An emergency procedure manual is also provided to staff to follow during emergencies, and CatapultEMS is a system tool being implemented to enhance communication and responses during emergencies. A Safety Committee is in place and meets regularly to discuss and implement ways to improve school safety. Additional emergency training and drills, including active shooter, would strengthen and solidify all employees' understanding of procedures.</p>	<ul style="list-style-type: none"> -Faculty handbook -Emergency Management Procedures -CatapultEMS -Safety Committee meeting agendas and minutes -Collective bargaining agreements -Union meetings -Organizational Chart -Job descriptions -Department meeting minutes -Liaison meeting minutes



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Collective bargaining agreements are negotiated with certificated and classified unions, who hold monthly meetings with unit members to provide updates on changes. Collective bargaining agreements are posted on the BUHSD website. The Superintendent regularly meets with each union's leadership to discuss updates and concerns. A new Policy sub-committee has been created to review all district policies and meets regularly to ensure policies are updated in accordance with changes in the law. Consistent communication of changes and updates to all employees can improve understanding of policies.

- Policy sub-committee minutes
- New employee orientation
- Staff development trainings
- Frontline Absence Management System
- Email accounts
- SSC meeting minutes
- HR Director interview

The district's organizational chart is posted on the BUHSD website to include the structure of the District, School Sites, Divisions, Departments, and Programs and the employee-supervisor reporting relationships within them. Some departments are beginning to use charts in staff meetings to clarify supervision and reporting roles and relationships.

Each position in the district has a Board approved job description that is disseminated when the position vacancy is advertised. Job descriptions identify the position's role, supervisor, reporting relationships, scope of work, responsibilities, qualifications, and physical/environmental demands. Dissemination of this information could be improved by posting job descriptions to the District HR page on our website.

Department meetings are held regularly to streamline and strengthen teaching strategies, and standards to improve student learning. Non-faculty Department meetings (e.g., Maintenance) are held to improve skills through training and improve communications. Liaison meetings are held to facilitate communication between Administration, counselors, teachers, and teacher union representatives as it pertains to curriculum, assessment, instruction, staff development, and program initiatives, school site updates.



The HR Department has expanded with an additional staff member. The HR Department presents at new teacher orientation, provides new employee orientation to classified and certificated staff, plans staff development training for classified employees, serves as a resource and support to all employees in understanding collaborative bargaining agreements, policies, and procedures related to personnel, and supports positive employee-employer relations.

Beginning the Spring of 2020, the department is rolling out the new Frontline (online) Employee Absence Management System to give employees access to their information, important updates and improve overall communication with HR.

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators with Prompts

A5.1 Resource Allocation Decisions

A5.1. Indicator: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school action plan, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

Prompt: Determine the extent to which leadership and staff are involved in the resource allocation decisions. Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the major student learner needs, the student needs identified in the district LCAP and the school plan, the academic standards, and the college- and career-readiness standards.



Findings	Supporting Evidence
<p>Resource decisions are made by the administration, testing office staff, curriculum department, human resources director, technology director, certificated staff members, and Chief Business Officer with the school’s vision, mission, SLO’s , and student needs in mind. Teachers can request supplies, field trips, technology, and supplemental materials, and these requests are typically approved if they relate to at least one of the LCAP goals.</p> <p>When the LCAP was initially implemented, faculty, staff, students, parents, and other stakeholders were consulted in order to develop a plan to support the learning of all students. Currently, not all faculty and staff are clear what part Liaison, department chairs, stakeholders, school board members, or school site council groups play in the decision making process with respect to resource allocation.</p>	<ul style="list-style-type: none"> -Bilingual/ Special Education field trips -AP academic study sessions -Math tutoring -General tutoring -Computer upgrades -School repairs -Staff development/ professional development -Classroom supplies -Saturday academies -Career pathways -Summer programs
<p>LCAP funds are utilized to fulfill the school’s mission, vision, and schoolwide learner outcomes. Career pathways have been established with sufficient funding to support the CTE courses within each pathway. Multiple programs, including Saturday Academies, AP academic study sessions, summer enrichment programs, and tutoring are in place to support student achievement. Further, events to promote both college and career readiness, such as ICAN, AP parent night, and CTE night are in place. These events, along with Coffee Cat, also increase parental awareness and involvement.</p>	

A5.2 Practices



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A5.2. Indicator: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
<p>Average daily attendance budget is based on attendance from the previous year. The budget is based on what is needed for the following year. There is an annual audit to ensure the daily logs match the weekly attendance.</p> <p>The district office also has the accounts payable/receivable procedures to assure the accounting is properly performed, assuring the financial statements are not mishandled. This department also has an annual audit.</p> <p>ASB bank deposits and bank reconciliation of bank statements assure there is no mishandling of funds. All expenditures have to be kept up to four years and must have proper documentation to backup all documents. An audit is done every six months.</p> <p>The school's financial practices are in compliance with standard practices and government regulations.</p>	<ul style="list-style-type: none"> -ADA budget -Business office records -Audits -Bank statements -ASB financial records

A5.3 Facilities Conducive to Learning



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A5.3. Indicator: The school’s facilities are safe, functional, well-maintained, and adequate to meet the students’ learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
<p>We are meeting the challenges of providing a safe school environment for our students, staff, and the educational programs at the district and school-site through various avenues. Newly installed safety related software, including Raptor and CatapultEMS, has given a sense of safety so the students and staff feel more confident in their learning process at BUHS.</p> <p>Entrance to the campus is currently restricted during school hours to one main entrance. During the 2019-2020 school year, security kiosks have been installed to facilitate the use of the Raptor program to check in visitors. With the new Raptor and Catapult Systems in place, we can monitor and report almost immediately to staff and local authorities. These programs, along with the training we are receiving from our Resource Officer through the A.L.I.C.E. (Alert, Lockdown, Inform, Counter, Evacuate) program for our students and staff, it gives students and staff the hope of being able to fight back in a real scenario.</p> <p>Many facility upgrades, including the creation of a green zone and other landscaping features, installation of solar panels, sports facilities upgrades, and fencing and concrete improvements, help make the facility environment safe for students, with constant repairs to our buildings and the upkeep to our aging facilities continuing on a daily basis to help support our educational programs. However, funding has stymied the replacement of air conditioners and some necessary building improvements, including roof repairs. Efforts are being made to secure funding through grants. In addition, due to the increasing number of students, maintenance of restroom facilities poses an ongoing challenge.</p>	<ul style="list-style-type: none"> -Security cameras -Safety software: Raptor and CatapultEMS -A.L.I.C.E. safety training -School Safety Plan



<p>There is room for improvement in facility upkeep/repairs, and more full time security personnel to aid in monitoring of the student restrooms and various areas on campus to cut down on the drug use and fights. Despite the fact that there is some deferred building maintenance, the school facilities, including improved security measures, provide a conducive learning environment for students.</p>	
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A5.4 Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional material, resources and technology.*

Findings	Supporting Evidence
<p>BUHSD Administration strives to provide teachers and students with the appropriate instructional materials and technology to facilitate learning. All teachers have ready access to mobile computer labs (COWS), document-cameras, and LCD projectors. Teachers are stakeholders in the decision making process for selecting new textbooks, manipulatives, and supplemental teaching materials. Department staff researches and comes to a consensus prior to textbook adoptions.</p> <p>Departments have an annual budget for equipment and supplies. Designated funding is passed on to departments to provide effective learning tools, with teachers again making the determination as to the most appropriate instructional materials</p>	<ul style="list-style-type: none"> ● Textbook adoptions ● In the last year new textbooks have been adopted in the CTE and Social Science departments. ● Mobile computer labs (COWS), document-cameras, and LCD Projectors in classrooms ● MyTechDesk work orders ● Purchase orders



for their students. CTE funding is passed on to the department to provide equipment, text, and other resources to support learning. Purchase orders must be approved by Department Chairs and then submitted to the Business Office for fulfillment. At times there is a delay (of several weeks or more) in ordering materials once a P.O. has been submitted.

- Budget
- LCAP

Requests for technology maintenance are submitted online and must be approved by the Director of Technology before work is completed. Once the request is approved, the work is completed efficiently.

A web-based computer program is used to inventory instructional materials, including textbooks and consumables. Periodic physical inventories are also conducted. Materials necessary to maintain sufficient quantities for students are ordered on an annual basis. Although there have been issues with this system in the past, it is now an effective method.

Overall, the policies and procedures for obtaining and maintaining instructional materials and technology are effective.

A5.5 Resources for Personnel

A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

Prompt: *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified personnel for all programs.*

Findings	Supporting Evidence
Efforts are made to hire fully-credentialed teachers through EdJoin and recruitment fairs. In addition, support is given to teachers who do not possess clear credentials. This support	<ul style="list-style-type: none"> ● Professional development plan



includes the Teacher Induction Program and the Temporary Credential Holders Program sponsored by the local county office of education. The district pays for the costs of these two programs, including the stipends of support providers. In addition, the school offers support to teachers who are working on their CTE credentials. The school also helps teachers in university programs find teachers on campus to work with if required by their respective universities.

Six part-time instructional coaches are available to all teachers as a resource with respect to instructional materials, technology, and instructional strategies. These coaches provide focused support to new teachers.

As part of the teacher evaluation process, teachers are required to complete a two-part Plan for Professional Growth. These plans, along with surveys, are used to identify areas of need, which are taken into consideration for professional development planning purposes.

New employees receive an orientation. All teachers and paraprofessionals are provided with 3 days of PD at the beginning of the school year and 1 day of PD during the second semester. Additional PD may take place throughout the school year. Other classified staff members receive 3 days of PD (1 day before school starts, 1 day before second semester starts, and 1 day during second semester). In addition, funds are allocated to permit both certificated and classified staff members to attend

conferences pertinent to their positions. Further, CPR certification training and bus driver recertification training is offered to classified staff personnel.

- Instructional coaches
- Teacher Induction Program
- Human Resources web page
- Job postings/descriptions
- Conference attendance
- CPR certification training
- Bus driver recertification training
- Plans for Professional Growth
- Teacher Book Club

A5.6 Long-Range Planning



A5.6. Indicator: The district and school’s processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the availability and coordination of appropriate funds to support students’ achievement of the schoolwide learner outcomes, major student learner needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>The District's Special Project Coordinator works closely with school principals to ensure the LCAP and SPSAs are aligned and work in concert with each other. Student learner needs are assessed through the results of the California Dashboards, district benchmarks, and other local measures. Based on the results of the California Dashboard, stakeholders are informed of the school's progress and are able to determine its greatest needs. In conjunction with Federal Funds, the Supplemental and Concentration funds as outlined in the LCAP are allocated based on greatest need, keeping the school's vision and goals in mind. Measures are taken to ensure that expenditures are in line with the goals of the LCAP. In conjunction with school personnel, students, and parents, the school is able to best guide the LCAP in keeping its goals and actions relevant to the needs of the students.</p> <p>Since BUHS has 90% of the students in the district (the other 10% rotate between DVHS and Renaissance), most of the LCAP goals and funding measure apply to BUHS.</p>	<ul style="list-style-type: none"> ● Parent Meetings ● DELAC ● Migrant Parent Meetings ● AP Parent Night ● CAASPP Parent Night ● School Site Council minutes ● Parent Surveys ● Student Surveys ● Teacher input ● Teacher Surveys ● Purchase Order Form Checklist

A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary

For those students and parents that participate in district meetings, conferences and events, there are several ways for them to understand the proceedings taking place, and also have an active voice in deciding outcomes. The complete student is looked at: behavioral, academic, and social/emotional



well-being. Most importantly, BUHS continually strives to let its stakeholders know there are several ways for them to become involved.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to implement the curriculum and instructional program for students.*

Findings	Supporting Evidence
<p>BUHS provides instructors, and instructional aides with Professional Development that are based on educational research in order to provide meaningful teaching strategies that align with preparedness for college and career readiness.</p> <p>To ensure up to date teaching methods that align to common core curricula, Social Studies, Math, and English have completed adoptions of next generation textbooks and digital platforms. Training in these respective adoptions has also taken place with an emphasis on online formats and replicating smarter balanced assessments in their respective disciplines.</p>	<ul style="list-style-type: none"> ● ICOE Professional Development ● SDOE Math PD ● Technology Trained certified teachers. ● Department training by either ICOE or outside sources.
<p>The Professional Development team at BUHS has instrumented a wide array of professional developments to help staff introduce students to Common Core based standards. BUHS has introduced a schoolwide writing campaign that allows gradually growth with the added emphasis of RACE style responses and global rubrics</p>	<ul style="list-style-type: none"> ● HMH Social Studies ● Pearson English



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that allow global understanding by staff and students of areas of strengths and areas of growth as they both proceed through the current year. The team has introduced a schoolwide academic vocabulary campaign that allows students to gather information on key academic terms across curricula.

Schoolwide Training: Schoolwide Writing Campaign; How to write a Brief Write and Delivering a Brief Write Lesson Using RACE. Multi-tiered System of Support, Positive Behavior Intervention System. College and Career Indicators. With Access and Equity for All.

BUHS has introduced key professional development in ELA that includes but not limited to: CAASPP Training: Analyze the connection between Claims, Targets and Standards for ELA for Computer Adaptive Tests (CAT) and Performance Tasks (PT), Administering Interim Assessments: Standardized vs. Non-Standardized, Aligning Curriculum and Instruction to Claims, Targets, and Standards, Connecting to the ELA/ELD Framework and CA Standards, Writing Demonstration Lesson and Lesson Development, Peer Observation Lesson Study.

Math Trainings: CAASPP Training: Analyze the connection between Claims, Targets and Standards for Math for Computer Adaptive Tests (CAT) and Performance Tasks (PT), Administering Interim Assessments: Standardized vs. Non-Standardized, Embedding Mathematical Practices to Build a Mathematical Task That Relates To Smarter Balanced Claims, Assessments Performance Tasks and Calibration, Building Problem Solving Skills in Students Using Routines For Reasoning, Mathematical Modeling, Literacy in Mathematics, Assessing Student Understanding, Building Common Summative Assessments, Social Science Trainings: Instructional Task Design Using the CA Social Studies Framework's Instructional Strategies

and Best Practices, Reflect and Refine Lessons: Sequence Using CLIC Rubric, Unit Planning: Pattern After Shifts in Social Studies Framework and C3 Framework, Student Writing Scoring

- Academic Vocabulary
- Brief Writes
- Professional Development Calendar
- BUHSD Comprehensive Professional Development Plan
- Induction practices, observations, lesson plans, instructional guidelines, and incorporation of learning modalities, & coaching.
- Department leads, individualized support in meetings with data analysis.
- TCAP-State base on subject matter in support of teaching & learning in the visual performing and career arts, media, and for a sequential and excellent standards based arts and career arts education.
- Curriculum Mapping
- Constructed Responses
- VAPA training
- Artful Inquiry incorporating National Core Art Standards with California Art Standards.
- TCAP network of teacher lead



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Calibration and Data Analysis, Five Principles of Doug Fisher's Productive Group Work.

Science Trainings: Develop Lessons and Assessments Aligned to NGSS, Develop a Lesson Incorporating the 4 Phases of Ambitious Science Teaching and 3-D learning. Teach a Phenomena-Based Lesson and Arrange Teacher Observations. Develop Benchmark Assessments.

Other trainings: Coach and Teacher Leader Institute, Illuminate Online Testing, Go Formative!, CAASPP 101, Another Brick in the Wall, Exploring CAASPP Digital Library, Innovative Thinking, How to Create Student Cooperative Groups and Design Scoring Guides, Ramping up the Rigor with Performance Tasks, Flip Grid and Pear Deck! Google Summit, DESMOS Summer Institute, AP by the Sea, CATE Convention With Literacy and Justice For All, California Council for the Social Studies Conference, California Language Teachers' Association Conference (World Languages), California Mathematics Council-South, NGSS Rollout #4-Focus on New Science Framework, CTE-Career Technical Education Conference (CAROCP), CAHPERD-CA Association for Health, Physical Education, Recreation, and Dance, TCAP, California Art Education Association.

Through the guidance of our lead teachers regularly the staff participates in meetings to best support the learners. Utilizing tools provided by all facilitators, teams evaluates numbers from state administered tests, in-house assessments via benchmarks and interims, as well as specific, individualized assessments directly targeting teacher directed and instructed curricular units.

Due to the freedom to change existing curriculum and improve teaching practices, newly adopted state and federal programs are received well on campus. Such adoptions and implementations as the Common Core Standards have been met with enthusiasm and interest on the part of the staff because of an already identified

- Bi Weekly teacher collaboration agendas/by departments.
- Professional development provided by ICOE or outside sources.

-Lead Teacher Agendas

- On Site Professional

Development Plans/Agendas

- Web Portals
- Data Research & teacher Study Team Notes



need to improve engagement in order to enhance the critical thinking skills of our students.

All students at Brawley high participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of all academic standards and school-wide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Trainings have helped to keep our teachers informed of new strategies and effective in terms of helping students remain competitive in terms of college readiness

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)*

Findings	Supporting Evidence
<p>BUHS has a standards-based curriculum, instruction and assessment system. Instruction is supported by the use of core District-adopted state materials. All course pacing guides and curriculum maps are aligned to state and/or national (e.g. AP) academic standards. Most courses are UC/CSU “a-g” approved,</p>	<ul style="list-style-type: none"> - Course pacing guides and curriculum maps -Course offering list -A-G Approval for courses -HS graduation rate -State welding competition



and expectations are that these courses meet the UC-approved course syllabi.

The Career Technical Education program at BUHS offers courses where career opportunities are explored. These courses implement the Career Technical Education standards in addition to core content area standards. Some of the courses are in collaboration with IVROP and others are part of the career pathways plan within the district. The school currently offers courses in Agriculture, Law Enforcement, Nursing, Welding, Computer Science, Electrical applications, landscaping, theater craft, and General Construction.

The Advanced Placement program at BUHS has expanded and now offers 12 different AP courses in 22 sessions. All teachers have submitted and received approval for AP Course Audits and AP Syllabi. Most teachers attend summer training sessions (APSI) to improve their teaching and update their curriculum.

The BUHS science program offers all students coursework that provides curriculum, instruction and assessment aligned with state and/or national standards (NGSS/AP, as appropriate). Seven (?) science courses are UC/CSU “a-g” approved, and instruction follows the approved syllabi for those courses. Teachers have attended many NGSS roll-out training and training with ICOE on implementing the new NGSS phenomenon-based curriculum. Teachers have also started to review new textbooks for their respective courses and hope to adopt new textbooks in the coming year.

Over the past several years, the district has worked to upgrade facilities to address “wet lab” requirements. While the current classrooms do not meet the wet lab requirements and that does impact the amount time spent on physical labs, the community has recently passed a bond to construct a new science building which will have classroom and lab facilities that fully meet those requirements.

- State nursing competition
- FFA awards
- Students passing CNA exam
- AP Course audits & syllabi
- AP Passing rate (score of 3 or better)
- ICOE training on implementation of NGSS
- Science storerooms’ examination
- Lab safety contracts
- Lab safety test
- Chemical inventory (obsolete)
- No science teacher safety training documents or logs
- HMH social student text training
- Math textbook training
- ERWC curriculum
- Pearson English textbook
- Dual Enrollment agreement with Imperial Valley Community College
- Articulation agreement with local feeder schools and IVC



The BUHS English, Social Studies and Math programs have recently adopted new texts that are aligned with the California and Common Core standards and frameworks (as they become available). Teachers in all three disciplines have attended training

involving implementation of the new standards and use of new resources in the classroom.

- The English department has also implemented ERWC (Expository Reading and Writing Course) curriculum at the Senior level to provide students with more experience in technical reading and writing.
- The math department has changed its curriculum into an integrated math curriculum, that is showing great success in improving student scores on the CAASPP test.
- The Social Studies department has recently adopted the new HMH textbook and has been working this year on developing a new curriculum based on the resources available with the text.

BUHS is also partners with Imperial Valley College, to provide students with early access to college courses on campus.

Congruence with Student Learner Outcomes and Standards

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

Findings	Supporting Evidence
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Many departments rely on a pacing guide that outlines the standards and skills of a particular unit or selection. Projects and activities assigned are aligned to the state standards and/or CCSS. This ensures that there is a connection between the standard and objective.

Teachers distribute course syllabi to students and parents at the beginning of each course. These syllabi outline what is taught in the course and how it is aligned to standards, along with grading and other policies. These syllabi are developed by, and are common between, the teachers of each course.

BUHSD has implemented a District-wide academic vocabulary campaign. This requires that across subject matter areas and grade levels, in every period, all students are receiving instruction on four words each week. Every six weeks, there is a District-wide test administered. BUHSD has also implemented a district wide writing campaign administered in each class twice a year. The district has also implemented a writing campaign administered in each class twice per year.

Benchmark assessments are required in core classes. They are administered twice a year in core classes and data is collected. Data is used to inform teachers for future instruction.

- Department Pacing Guides
- CCSS Standards
- Department course syllabi

- Department Finals
- Classroom Objectives
- Academic Vocabulary Tests
- Department Benchmarks
- Department Meeting agendas
- SBAC results

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and career technical programs.*

Findings	Supporting Evidence
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Not all students aim to attend college, so BUHS provides CTE pathways in order to also prepare students to enter the workforce after high school. ROP and CTE courses provide proficiency with technical knowledge and skills. By being highly skilled in their trade, students can compete for employment. Students in these courses also participate in the school-wide writing and

- School-wide writing campaign
- School-wide Academic Vocabulary campaign
- Technical CTE certificates upon completion of program

academic vocabulary campaigns, thus providing them with continuous literary skill practice needed in the workforce.

Linked learning: By recognizing students’ postsecondary and career aspirations happen to be, they will benefit from a program of study that promotes academic proficiency, mastery of technical knowledge and skill, and opportunities to connect and apply the two. An aspiring architect will be a better designer with exposure to carpentry and electrical systems; an aspiring carpenter or contractor will be a better builder with some understanding of engineering and principles of design.

Community Resources and Articulation and Follow-up Studies

B1.5. Indicator: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Evaluate to what extent the school solicits and employs business and community resources and partnerships to support and extend learning. Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
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BUHS hosts school tours for various feeder schools, orientation activities, CTE tours, ICAN events, Coffee Cat meetings, and various parent meetings to let future incoming students see the high school campus and interact with BUHS staff and students. Counselors, career specialists and administration visit with feeder schools to educate students about choices they will have in high school to foster a smooth transition.

Administration and counselors meet with feeder schools for articulation of core subjects. There is a need for all departments to articulate with feeder schools and local colleges.

BUHS offers a leadership course, LINK Crew, where its students are paired up with freshman. Students in this class are expected to put on a freshman orientation when schedules are passed out in August and then follow and assist the freshman throughout their first year at BUHS.

BUHS offers summer bridging courses to support students incoming students

BUHS offers dual credit courses with local community college, IVC. Many of the CTE teachers have dual credit courses, industry certificates and articulation with secondary school, UC/CSU credit to prepare students to be career and college ready.

Each year the counseling center hosts college showcases, signing day to recognize students admitted to UC or CSU colleges. CTE Resource person held presentations about career path choices, had students take a survey and then matched students up with tour guides in their area of interest to tour the school with emphasis in their chosen career path of interest.

2018/2019 School year the math department started meeting regularly with feeder schools from Barbara Worth Junior High and Westmorland Middle School. Areas of focus have been accelerating 8th grade students into 9th grade Integrated Math 2 and developing Math RACE (mainly C and E) for math brief writes.

- CTE Tours Schedule
- Career Locker Results
- Coffee Cat Sign-in sheets/
Social Media Post
- Counseling Centers Calendar
- Course Master Schedule
- Articulation meeting minutes
- Link Crew Flyer on Social
Media
- Emails from Mrs. Mungia
- Social Media posts
- College and Career Center
- Social Services & Mental
Health Services for
Students & their families.
- Dual Enrollment,
Articulation Agreements
- Ag Incentive Grant
- Freshman Orientation
- Math articulation meeting
minutes.



B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>BUHS offers a variety of coursework to support students in college readiness. In addition to college prep courses, BUHS offers various CTE pathways. College and CTE guidance curriculum presentations are delivered to students in classroom settings. All pathways offer experience for the 21st century learner.</p> <p>Every Special Education student is enrolled into the transition class in 12th grade. This guarantees contact with the Dept. of</p>	<ul style="list-style-type: none"> ● CAL-SOAP ● PSAT ● ASVAB



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Rehabilitation and IVC DSPS agency staff and enrollment for benefits & services following high school graduation.

Students at BUHS have the opportunity to join or create clubs on our campus. Clubs such as the Drama Club, CSF, Campus Life, Travel Club, Junior Statesmen of America, Literary Society, and Rodeo Club. BUHS also has clubs affiliated with coursework, like the Welding club, Math club, Civics club and HOSA, Health Occupation Students of America.

The College and Career Center provides regular access to students. The office helps students plan and prepare for SAT/ACT testing and opportunities to visit university campuses. BUHS also hosts various Higher Ed activities for upperclassmen, including college and university booths, information sessions, and workshops for applying to universities.

- College and CTE guidance curriculum presentations
- Master Schedule
- Class rosters
- Field Trip to Job Corps Headquarter and IVC Community College
- Workability/DOR
- Counselor presentations
- Career Day
- ASB club list
- Talent Search
- University tours
- District calendar
- Higher Education Week

Accessibility of All Students to Curriculum, including Real World Experiences

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.



B2.2. Prompt: *Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>Students with special needs (special education, 504 and ELL) have access to core curriculum in all classes, including a specific transition class for students on an IEP. All teachers provide accommodations and/or modifications outlined in a student’s IEP, to allow students to be successful in learning the core curriculum.</p>	<ul style="list-style-type: none"> ● Student IEPs and course schedule/grades. ● Student enrollment in CTE/ ROP Courses
<p>Students have open-enrollment access to CTE/ ROP courses such as Landscaping, office occupations, nursing, law enforcement,</p>	<ul style="list-style-type: none"> ● Imperial Valley College Courses ● Physical Education Courses
<p>theatre tech, construction, welding, graphic design, food tech, agriculture, including FFA and animal science. All students have open-enrollment access to AP and honors classes and tests. All students have access to dual enrollment college courses after school to gain college units and extra high school credits.</p>	<ul style="list-style-type: none"> - Course syllabi - Staff Development calendar and sign-in sheets
<p>Sophomores and above have access to Strength and Conditioning (S/C) 1, S/C 2, and Fitness and Dance. Each course allows access to various methods of health and fitness that students can incorporate into their daily lives during high school and post high school. Athletic PE is available to those that are involved in athletics.</p>	

Student-Parent-Staff Collaboration



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B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals.

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>BUHS counselors are assigned to a class of students every four years, which gives counselors the ability to develop and monitor a student’s personal learning plan throughout a student’s high school career. A four year plan is provided to all students during their freshman year detailing course work for graduation and post-secondary options. Students, parents, and staff will have the ability to access and update the four year plan as students complete coursework each semester/year. The four year plan is a live document and can be found on Google Sheets. BUHS counselors create their own classes using Google Classroom and provide students with Google Classroom codes in order to monitor their assigned students and assist them with personal learning planning/scheduling.</p> <p>In addition, BUHS staff assists both students and parents with creating Student Portal accounts and Parent Portal accounts at the beginning of the school year and at Back to School Night. These accounts can be accessed via the Internet through the BUHSD website. Aeries enables counselors, teachers, students, and parents to monitor student progress in courses throughout the school year. The portals can also be used for purposes of communicating with parents/students. It can also be used to monitor grades, assignments, disciplinary/detention hours, attendance, and notifications (parent requests, 504, SPED, etc.)</p> <p>BUHS also holds a Back to School Night event at the beginning of the school year and an iCAN event in the spring. These informational events give counselors, teachers, students, and parents the opportunity to collaborate with one another.</p> <p>BUHSD utilizes Instagram, Facebook, and Twitter to keep students, parents, and staff updated on events and information.</p>	<ul style="list-style-type: none"> ● Google live document (Student Educational Plan) ● Aeries Student/Parent Portal <ul style="list-style-type: none"> ● Pre-Registration Flyer ● AP & CTE Parent Sign-In Sheets ● BUHS Bulletin/ Weekly Updates ● Calendar of Events ● BUHSD Instagram ● BUHSD Facebook ● BUHSD Twitter ● IEP Documentation ● 504 Documentation - Coffee Cat meetings parent sign-in sheets and agendas



BUHS also uses social media as a way to display school successes.

BUHS bulletin is updated daily and posted to the school website, emailed to all students and staff, and beginning the 2019-2020 school year, daily intercom is also announced through the school school-wide intercom system.

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>There are currently students with special needs who have a specific Transition class their senior year to facilitate the transition from high school to work, career or college.</p> <p>Sophomore success support program to help with student motivation and goals.</p> <p>Freshman 4 year education plan.</p>	<ul style="list-style-type: none"> ● Students enrolled in Special Education Transition class ● College recruiters provide college entrance requirements. ● Personal advising sessions with counselors and students to



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Field trips to colleges/universities

determine class placement and major options.

Guest speakers to talk about careers

- Military presentations

Higher Education Week (College Fair)

- Career Day

Imperial Valley College provides academic advising and class placement for students.

- Higher Ed activities

Career Inventory and ASVAB test

Category B - Standards-based Student Learning: Curriculum

Summary

BUHS offers a variety of programs to meet the needs of students in academics, special interests, and extracurricular activities. Academically, students participate in a rigorous, relevant, and coherent standards-based curriculum that supports academic standards and college and career readiness standards to meet high school and A-G requirements. Students are able to individualize their course options in non-honors, honors, AP, and CTE course load. There has been a significant increase in students enrolling in honors and advanced placement courses while intervention programs offer students an opportunity for credit recovery to meet A-G and graduation requirements. Teachers are encouraged to incorporate technology to effectively teach students through multiple modalities to enhance instruction for student achievement. BUHS implements a variety of programs to equip students with 21st century skills to make a smooth transition from high school to college or career readiness.



Category C: Standards-based Student Learning: Instruction

C1. Student Involvement in Challenging and Relevant Learning Criterion

To achieve the the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
<p>A block schedule provides time for student group work, research projects and hands-on activities. Teachers and students report that the extended instructional block provides additional time for teachers to address concepts in more depth than a traditional 40-50 minute class period.</p>	<ul style="list-style-type: none"> ● Master Schedule ● Student Observations ● Student and Teacher Interviews
<p>In various classrooms it was apparent that students are involved in challenging tasks such as computer programming utilizing HTML and Scratch, hands on lab activities, and STEM projects that include building bridges, roller coasters and water filtration systems. Tasks such as these provide the opportunity for students to collaborate and utilize skills such as communication and engineering in an effort to apply them to real world situations.</p>	<ul style="list-style-type: none"> ● Student Survey ● STEM courses ● CTE courses <ul style="list-style-type: none"> ○ Agriculture ○ Landscaping



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With the implementation of the QFT (question formulation technique), it was observed in some classes that students generate their own questions while presented with a phenomenon. This practice encourages students to reach their own conclusions in order to solve problems. Through discussion and collaboration of small groups it was noted that students seemed comfortable expressing their thoughts and ideas. Although introduced in 2017, the QFT was made a school wide initiative for the 2019-2010 school year.

College and career readiness standards can be met via enrollment in CTE courses BUHS has to offer. As observed by teachers and instructional coaches, students in these courses are given the opportunity to engage in activities such as nursing clinicals, building sets for theater productions, welding competitions, construction of homes, and catering community and school events.

In an effort to improve student writing skills, a school-wide constructed response campaign has been implemented in every subject. Students produce original work at least six times per semester. This campaign has improved student writing level every grade level. ELs and Special Ed Students are included during the Constructed Response Lessons to enhance their learning. (see appendix)

Students with disabilities receive core instruction in English, social studies and math in a special education setting or, as appropriate, are fully included in general education classes for other subjects, based on their Individual Education Program (IEP) goals and placement. Instruction is standards-based and utilizes curriculum materials from the general education classes, supplemented with standards-based materials at students' achievement levels. In some cases, materials from general education are utilized and adapted, with instruction occurring at a slower pace with support from the teacher.

- Nursing
- Culinary Arts
- Law Enforcement
- Welding
- Arts, Media & Entertainment



Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate learning and college and career readiness.*

Findings	Supporting Evidence
<p>It was observed by instructional coaches that some teachers post daily objectives and/or content standards so students are aware of what they should accomplish by then end of class/unit/semester.</p>	<ul style="list-style-type: none"> ● Classroom observations ● Course Syllabi/curriculum maps/pacing guides
<p>Most departments issue course syllabi that may include the course expectations and grading policies. In addition, the content standards that are to be addressed through the duration of the semester/year are provided.</p>	<ul style="list-style-type: none"> ● Benchmarks and data ● CAASPP IAB's (interim assessment blocks)
<p>Ongoing benchmark assessments are administered at least once every semester to self evaluate student learning. Some teachers in some departments are working towards making this a universal practice.</p>	<ul style="list-style-type: none"> ● Summer Orientation ● Weekly check-ups during tutorial by link crew leaders
<p>Some teachers conduct student/teacher conferences as well as provide grade printouts that are to be signed by parents/guardians. All students now have access to Aries (grade portal) and most parents take advantage of the opportunity to access the portal as well to monitor their academic progress.</p>	
<p>Some teachers provide students with rubrics and/or guidelines for assignments such as projects and lab reports. In an effort to ensure consistency in work quality, students have been provided with the opportunity to evaluate and provide feedback on the work of other students. These practices do however need improvement in regards to consistent and universal use among all teachers.</p>	



C2. Student Engagement through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize creative and critical thinking skills, and applications.

Indicators with Prompts

Teachers as Facilitators of Learning

C2.1. Indicator: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of instructional and student engagement strategies, including the use of instructional technology in the delivery of the curriculum. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other techniques to engage students in their own learning.*

Findings	Supporting Evidence
<p>As observed by administrators and instructional coaches, in some classes, lectures are the main strategy used to deliver content. Such classes include AP courses and/or other upper level course options.</p>	<p>-Classroom observations -Lecturing</p>
<p>Some teachers continue to provide students with objectives and agendas so students are aware of definite goals that will be achieved and inform students on how instructional time is to be utilized. During this instructional time, some teachers schedule a pomodoro break to encourage students to utilize their time effectively.</p> <p>Some teachers incorporate additional audio, and visuals to reach students in multiple ways. This targets the student’s individual</p>	<p>- Setting Goals/Objectives (Starting Mindset for class)</p> <ul style="list-style-type: none"> ● Setting a Time Schedule in class to guarantee efficient work output



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style of learning. It has also been reported by some teachers that they implement a version of flipped classrooms.

In regards to the next generation science standards, BUHS is in full implementation but has not adopted a course model. Currently the department is working on developing curriculum, however since NGSS had not published resources (textbooks) until recently, they continue to make edit curriculum and pacing guides to meet the needs of students who will be taking the CAST (California Science Test).

All teachers receive a list of students with a 504 Plan or IEP and the full IEP or 504 can be found also on Aeries (teacher portal). Although some general education teachers comply with providing accommodations and modifications for SWD as stated in IEPs, this is not a consistent school-wide practice. Based on this data, the current system of instruction and support for SWD does not appear to be sufficient. General education teachers need more support and communication from the Special education teachers, in some cases, an Adult TA is provided to help SWD in a general education classroom. To address this issue, the student study team (SST) process has been reinstated to service all students who need additional support.

At BUHS, EL students are part of the school community and have access to interventions available to all students, including after-school tutoring and daily tutorial period. The ELD teachers collaborate closely with regular education teachers to follow up on the progress of EL students.

During the 2018-2019 school year, Saturday academies were introduced to provide extra help with core classes, AP classes, college readiness lessons, and financial literacy. Teachers sign up for a section to teach and students select which course to attend during each Saturday academy.

- Pomodoro technique
- The gradual release responsibility (I do, we do, you do)
- Independent and Collaborative Work Groups
- MultiMedia

Resources:

- Pearson (online access)
- Google classroom
- Access to chromebooks
- Google=email, sheets, slides, docs.
- Khan Academy
- Albert.io
- Kahoot
- Quizlet
- Quizizz
- Youtube (Teaching resource)
- MultiMedia (videos, pictures, audios) **Accessible to Any Student with Disability.**



Creative and Critical Thinking

C2.2. Indicator: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.2. Prompt: *Evaluate and provide evidence on how well the representative student work that demonstrates students think, reason, and problem solve in group and individual activities, such as projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<p>In various disciplines, the students are given the opportunity to convene and express their thoughts and opinions through activities such as in-class discussions, debates/socratic seminars, group projects, etc. Through these types of activities, students are given the opportunity to work together within two dynamics: first within their chosen group members, learning to cooperate and delegating duties amongst themselves. Through these interactions, students learn to develop the soft skills they will need for the real world and also learn to express their opinions and come together as teams. With whole class interactions, students are taught to express their opinions to a larger audience while also learning to be respectful and open minded to the views and opinions of others. This creates an environment of learning that is ideal for higher order thinking.</p>	<ul style="list-style-type: none"> ● SQ3R Reading method ● Go Formative ● Online Quizzes <ul style="list-style-type: none"> ○ Quizlet ○ Kahoot ○ Quizizz ● Chromebooks ● iPads ● Google Classroom
<p>Another way in which creativity, individuality and critical thinking are promoted in the classroom is through the application of various technologies such as the use of Chromebooks to access the internet. Through the web, teachers and students can access platforms such as Google Classroom, Google Docs and Google Slides in order to have a virtual classroom that everyone can</p>	<ul style="list-style-type: none"> ○ Google Slides ○ Google Docs ● Visual Learners



participate in. Not just that, but the ability to share assignments amongst themselves makes these programs lend themselves well for group-minded activities. Additionally, having the technology available to the students creates the opportunity to develop digital citizenship amongst the student population. Students are given resources to express themselves, but must be aware that such freedom does come with a responsibility that, when not taken seriously, can result in negative consequences for themselves and those around them.

The use of technology in the classroom also facilitates the creation and implementation of other projects. Many times, teachers can use other websites and programs to complement their curriculum and make everything more accessible. Programs like Go Formative, for example, give teachers the opportunity to give the students material, formative assessments and even summative assessments all within the same platform in a template that is customizable enough for the teacher to make it work for his/her needs. Resources such as Kahoot!, Quizlet and Quizizz allow for the quick feedback of formative assessments that can help a teacher gauge understanding within the student population and begin any necessary discussions to address misconceptions and/or reteaching of particular content.

Some teachers use resources such as Newsela, Youtube and NPR that help complement a lesson by adding visual and auditory media to a lecture, giving the students additional perspectives on the subject matter they are learning. This gives the students the opportunity to be better informed, leading to deeper levels of understanding, greater instances of academic discourse and, most importantly, the inclusion of more students in the academic sphere.

- Auditory Learners
- Gallery Wall
- Debates in class
- Creative Writing
- Brief Writes
- Presentations
- Screencastify
- Participating in County-Wide
ROP Events

Application of Learning



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C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>There are a few teachers who assign student projects, wherein students apply knowledge they have acquired. These projects include essays, short research papers, PowerPoint/Google Slides presentations on various topics, video presentations which include web based applications such as flipgrid.</p>	<ul style="list-style-type: none"> ● Classroom observations ● Master schedule ● Student interviews
<p>In civics classes, projects have been based on community environmental issues as they gained exposure through the attendance of Comite Civico del Valle symposiums and conferences concerning these issues. Also, state legislators have visited our campus and speak to students on local and state-wide issues.</p>	<ul style="list-style-type: none"> ● Course syllabi ● ROP employability portfolios ● Mock Trial ● Student science lab notebooks
<p>In the case of projects involving computer software, it is generally assumed that students have basic keyboarding skills the clientele of students at BUHS have been exposed to the usage of chromebooks and other technologies at a younger age. Additional expertise is taught by teachers, depending upon the assignment. Students often communicate their understanding of new software to their peers as they complete their assignments.</p>	<ul style="list-style-type: none"> ● Google Classroom, photographing documents and projects, and quick research ● Brief Writes/Constructive Response/Lab Analysis Typed essays
<p>Furthermore, BUHS offers an introductory computer course such as Office Occupation, ROP Nursing, Landscape, Foods, Welding, ROP Construction, General Contracting, Electrical Application, STEM and Exploring Computer Science Class, and advanced computer applications in which students develop the tools to inquire, research, gather and discover information on their own.</p>	<ul style="list-style-type: none"> ● Senior research papers ● PowerPoint/Google Slides/Prezi projects ● Graphic arts magazine cover project
<p>Inquiry-based labs are conducted in some science classes, in which students' research, design and conduct experiments of their</p>	



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choosing. In some classes students are using web based simulations for conducting science investigations and virtual experiments using Gizmos. While some teachers are conducting labs, the department continues to work towards meeting the 20% lab requirement.

In all ROP classes, students must apply theoretical working concepts to real world assignments. For example, ROP nursing students host Physical Examinations Events, applying their skills to real physical examinations in addition to participating in nursing clinicals.

In science, students work in groups to conduct experiments, which involve reasoning and problem solving. Students in Spanish classes apply their cultural awareness to create PowerPoint and video presentations. In social science classes, students participate in debates, group projects, discussions of historical documents. Some students in science courses debate current controversial topics.

Several teachers require students to type and submit assignments through Google Docs and Google Classroom. Students in some courses are required to use the Internet to conduct research and create PowerPoint presentations.

In the English department and ELL courses, students are required to produce typed essays and PowerPoint presentations. Students may present their PowerPoint projects to an audience. Students are also instructed in the use of the Internet for research and finding quality academic resources, and in citing Internet sources accurately.

In the foreign language department, many students research and create Slide presentations on various cultural and political practices in Spanish-speaking countries. Students are expected to present their projects to the class in order to reinforce their communication skills. Certain courses within this department

- Student computer-generated research projects
- Student work samples from business classes
- Student binders
- Teacher websites and syllabi
- Newspaper and yearbook samples
- Student video creations
- Student music presentations
- Guest speaker and field trip records
- One-to-one student to chromebook ratio
- Computer lab schedule online
- Landscape
- Drama plays
- Kahoot Competitions



have developed video projects that require students to write scripts for plays or television programs and tape a performance of a scene using audiovisual equipment or cell-phone video applications. In Exploring Computer Science class students research about their future/dream job and present to the class.

AP Statistics class was added two years ago. In this class, students conduct surveys to collect data and apply statistical principles to answer questions of interest. Once they collect data, they organize it, display it and analyze it to present to the class and ultimately answer the question of interest.

The science department teaches students how to use scientific equipment during labs such as: digital probes, digital scales, microscopes, spectrosopes, and spectrophotometers. Some instructors require that their students use Microsoft Excel or other google sheets to tabulate and graph lab results. Some students perform image analysis of photomicrographs. Some students have access to iPad apps that are designed to help reinforce specific scientific concepts.

The math department has been utilizing the CAASPP IAB blocks to expose and familiarize students with the Smarter Balanced test. The students familiarize themselves with the type of questions they are going to be assessed with; the type of tools they are able to use (like DESMOS graphing calculator). The IAB (Interim Assessment Blocks) consists of 8 different sections of the state test; from Interpreting functions and number sense, algebra and functions, geometry congruence, polynomial expressions, trigonometry, probability and statistics and a performance task. These blocks are used by the math department as standardized and non-standardized. What these options mean is that teachers utilize the blocks as benchmarks to analyze students progress and review the areas of weakness with their particular students and classes.

Students work extensively on computers in the business courses, so that their assignments are produced via Google Docs and Sheets.



Graphic arts students work primarily with photo editing software such as Photoshop to create their assignments, and are also taught basic photography skills using digital single-lens reflex cameras.

Supplemental workbooks aligned with District-adopted state materials are in use by some teachers in several subject areas.

A number of teachers encourage and foster an environment in which students, discuss and problem solve collaboratively. Students participate in group projects and presentations, labs and debates. Students conduct research, develop presentations or projects individually and in pairs or small groups. Some teachers give opportunities for technological literacy through teacher websites, Google Docs, Edmodo, iPads, guest speakers, and occasional field trips.

Specialized courses allow students to create a yearbook, publish a school newspaper, take and edit photographs, design magazine covers and other art projects, participate in theater productions and band groups. Other courses use daily newspapers, historical documents, and computer news sites to provide original and/or current information to students. All ROP classes focus on creating real world situations. The Mock Trial team competes regionally in a simulation of a trial over a period of several months.

Over the past few years, stakeholders have worked hard to help the district reach a 1 to 1 computer to student ratio. More students have internet access to do research and other online assignments and projects.

Career Preparedness and Real World Experiences

C2.4. Indicator: All students have access to and are engaged in career preparation activities.



C2.4. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
<p>Brawley Union High School offers twelve pathways which we encourage students to choose and complete at least one throughout their high school experience. These pathways range from Agriculture to Public Safety and are designed to give students the opportunity to acquire life skills. Comprehensive career technical education (CTE) program is designed to integrate core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for postsecondary education and employment. ROP courses offer students opportunities to learn skills and real world experiences which they can utilize in real world applications. Students who have attended Environmental Conferences now are part of an internship program through Comite Civico Del Valle.</p>	<ul style="list-style-type: none"> ● Agriculture ● Design, Visual and Media Arts ● Production and Managerial Arts ● Residential and Commercial construction ● Nursing/Patient Care ● Public and Community Health ● Food Services and Hospitality ● Software and Systems ● Welding and Material Joining ● Public Safety
<p>The district has implemented a Freshman Seminar Course in which all freshman are exposed to the “Career Choices” curriculum. The goal is to help students discover their unique abilities and ambitions while building the skills and attitudes needed for career success and life satisfaction. A new curriculum will be embedded in the Freshman Seminar: “California Colleges” which works to ensure that all students have access to a systematic baseline of guidance and support as they plan, prepare, and pay for postsecondary education and training.</p>	<ul style="list-style-type: none"> ● Cal-Soap ● COSMOS (California State Summer School for Mathematics and Science) ● EAOP (Early Academic Outreach Program) ● MESA(Math Engineering Science Achievement) ● Talent Search ● Upward Bound ● Upward Bound - Math & Science
<p>The district's CTE and Career Pathway along with IVROP programs shall focus on preparing students to enter current or emerging high-skill, high-wage, and/or high-demand occupations upon graduating from the district. CTE opportunities may be offered through, internships, learning programs, partnership academies, apprenticeship programs or orientation to apprenticeships, regional occupational centers.</p>	



Other support provided by IVROP is the housing of a Career Specialist on campus who empowers students by providing them with organized educational activities they need to prepare for careers, college, and life. They support students through direct services in career readiness (application, resumes, and interview skills), professional skill development, and life skills through "Developmental Assets."

Special Education Program offers the "Transition" course and Workability to all students in the program. These are designed to guide students to potential careers and provide them with the opportunity to acquire work experience.

The district's Migrant Program offers students the opportunity to apply for their "Work Study" program. Positions within the community allows for students real life experiences obtain work permits, completing necessary forms such as W2s, building relationships in the workforce. It encourages students to make grades their priority in order show a commitment and responsibility in maintaining the position.

Class counselors assigned to BUHS include four class counselors, one migrant counselor, and one intervention counselor. Counselors follow the students through their four years at the district, this system allows for building relationships with the students and better provide for the individual needs. As part of the standards set by the American Association of School Counselors, the staff provides career development counseling. The staff puts on the Career Fair with the focus being former BUHS graduates to be presenters along with as many local community leaders. Classroom lessons are in formation and implementation stages using California Colleges curriculum for the coming school year. The counselors have established partnerships with the following pre-college preparatory program.



Category C. Standards-based Student Learning: Instruction

Summary

Teachers report that block scheduling provides additional time to work on and complete tasks such as projects, labs, and presentations. This allows time to address concepts in greater depth than a traditional schedule. While it is apparent that students are involved in challenging and rigorous tasks in most classes, there remains a need for differentiation to help increase the achievement of all students, which includes underperforming, ELs, and SpEd students.

As observed in many classes, BUHS utilizes core district adopted state materials, in addition to using supplemental internet resources. As a district, most BUHS classrooms are equipped with chromebooks which enables more teachers to add the use of various applications and programs to their lessons. Many require the use of technology not only to enhance student work but to allow them to work collaboratively on projects and presentations. These tools provide students the opportunity to work together both in and out of the classroom.

Across subject matter courses, students are able to express themselves through various collaborative activities/projects. In many classes, students are required to work together to complete daily tasks which also enables them to engage in meaningful discussions. Teachers implement such strategies to give students the opportunity to be accountable for their own cognitive abilities.

In addition, BUHS emphasizes college and career readiness standards that can be met through various courses offered at BUHS. In addition to AP program courses the district offers a variety of CTE classes such as nursing, welding, landscaping, agriculture, law enforcement, and renewable energy. It is through these opportunities students engage in solving real world problems while applying the skills and knowledge gained in said courses. As a result, students are able to experience the various aspects of careers available to them. Using personal counseling and guidance, class counselors encourage students to complete one of twelve pathways which provide students options for possible career choices and as they prepare to enter the workforce.

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Schoolwide Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs



and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan aligned with the LCAP.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze and report student performance data to all stakeholders.

D1.1. Prompt: *Evaluate the effectiveness of the school’s assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. Ensure all student groups are included.*

Findings	Supporting Evidence
<p>Common assessments have been in use for several years in the English, Math, Social Science, and Science departments. Some departments use benchmark assessment to assess targeted standards. Benchmark assessments are given at least one time per semester. Instructors use different forms of assessments such as: writing, videos, power point, research projects, and/or presentations.</p> <p>Since 2018, the math department has created common assessment for Integrated Math 1, Integrated Math 2, and Integrated Math 3 using my.hrw, which is an online program aligned to the HMH Curriculum textbook used in class. My.hrw creates practice problems for student use as guides to prepare for common assessments. The data reports created from the assessments on my.hrw are then used by the math department to make necessary changes in curriculum and instruction at every level.</p> <p>In Science, some assessments are given through a program called “Goformative.” This program allows for higher order thinking questions to be built-in to each assessment such as questions that require drawing, graphs, and short response. The assessment provides real-time data to teachers and allows the teacher to give instant feedback to students.</p>	<ul style="list-style-type: none"> - Benchmarks are created on illuminate and scores are stored on illuminate and transferred onto Aeries. - Google Forms - Goformative - My.hrw assessments - Aeries Portal - Goformative training was made available during a PD day (March 2019). About 15-20 teachers attended. - Albertio. A training is being offered in October of 2019.



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Albertio is a program that was introduced to BUHS during the 2017-2018 school year. The program is meant to serve as a test prep for AP students. The program provides hundreds of test-prep questions with various levels of rigor. AP English, AP Stats, AP Calculus, and AP Psychology have been using this program for three years. The program gives students feedback on each question, and provides various reports to the teacher to assess data and be able to target specific learning goals.

- Illuminate
- Pearson
- DBQ Online
- Aeries Portal

Albertio also includes test prep for NGSS. The program was piloted in some Biology and Chemistry classes during 2017-2018. The program is still being evaluated by several science teachers and most in the department will be attending more training sessions for the program.

Social science department uses constructed written responses as a form of common assessment. Document Based Questions (DBQ online) is the program used as a department. These benchmark assessments are given one time each semester.

The English department uses illuminate to test students, but test questions content comes from Pearson, their curriculum resource. These benchmark assessments are administered once per semester.

To ensure all student groups are included in the student performance process, teachers refer to student information files on the Aeries portal, as well as Special needs accommodation folders provided by the district. Examples of student groups who receive extra support/accommodations are Migrant students, English Learners, 504 plans, and special education. Accommodations include strategic seating, written directions, visual representations, questions provided in English and Spanish, extended time for assessments, access to technology, and one on one explanations.

Assessment data is reported to students, parents and stakeholders through Aeries portal & app, email, google classroom, progress reports, and parent conferences. Assessment data is analyzed by using programs like Illuminate, Aeries Analytics, Pearson Realize, Albertio. Although a variety of programs are utilized by teachers, there is little evidence to support that the use is consistent within individual departments. There is also little evidence that the data collected is used to drive instruction.



Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>The majority of the departments have administered benchmark exams. In addition, all departments developed syllabi and grading policies.</p> <p>Student performance reports are available on Aeries, where students and parents have access to the parent portal and student portal to access student grades.</p> <p>Ongoing challenges exist due to a lack of technology resources accessible to some families, changing telephone numbers, and families who have not signed up to access the Aeries portal system.</p> <p>Student results in Math and English on the CAASPP have shifted the focus as to which standards are more important to drive curriculum, and consequently, which standards should be prioritized when grading student work.</p> <p>Students have expressed an interest in looking at problems and activities that are more aligned to CAASPP testing in English and Math.</p> <p>(student feedback) The Aeries Portal mobile app on mobile devices is very useful in helping students to keep track of grades, as it is on their phone and is easy to access.</p>	<ul style="list-style-type: none"> - Course guide ● Course Syllabi ● Benchmark exams ● CAASPP test results ● Aeries



Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>Brawley Union High School has a school-wide vocabulary campaign. Students are given a common assessment, each teacher receives a report on the performance of their students. A school-wide report is compiled.</p> <p>Departments have developed common benchmark assessments. They are administered to students at least twice per year, in mixed formats. The English Department uses the CAASPP Standardized Interim Assessment Blocks.</p> <p>The school implements a school-wide campaign that assesses students' writing skills. Students use textual evidence to support their claim and explain their reasonings. Writing assessment takes place within each department and the literature is subject specific.</p> <p>CAASPP cluster results are individually available for respective testing instructors. Results display their scores by concept.</p>	<ul style="list-style-type: none"> ● Illuminate 2014-2019 (many teachers use Illuminate to evaluate data and reevaluate standard mastery). ● Aeries, CAASPP Dashboard (IAB's and the digital library consistently used by most teachers on a regular basis). ● Google Form/Sheet is used to analyze schoolwide student performance and growth.



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The state of California tracks student College and Career Readiness through specific indicators.

- Career Technical Education Pathway Completion
- Grade 11 Smarter Balanced Summative Assessments in ELA and mathematics (3 or Higher)
- Advanced Placement Exams
- International Baccalaureate Exams
- College Credit Course (formerly called Dual Enrollment)
- A-G Completion
- State Seal of Biliteracy (New)
- Military Science/Leadership (New)

- IAB for Math and English Language Arts

- California Department of Education School Dashboard

A student must meet two of these indicators to be considered prepared.

(From student feedback) The school has an elective called Freshmen Seminar which helps students prepare for college and life. We usually fill out, on a book, all of our information of what skills we have, what we want our lifestyle to be for the future, along with how we can achieve it. We then move all of our information into a website called “my10year plan.com”, which we can access on our mobile devices, too. On My10YearPlan, we can update our information throughout our high school years if we plan on changing careers.

- My10YearPlan
- Freshman Seminar
- Workbook and Portfolio for Career Choices
- IVROP
- IEPs

For students with IEPs, annual academic testing, the Woodcock-Johnson IV Tests of Achievement, is administered and scores recorded on their IEPs. These tests track students with disabilities’ present levels of performance from year to year.

Assessment of Program Areas

D1.4. Indicator: The partnership with district leadership, the school leadership, and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.



D1.4. Prompt: *Evaluate the collaborative processes that the school leadership and instructional staff in partnership with district leadership use to review and assess the programs and their expectations , including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>Together with BUHS administration and the school board, the Math Department was involved in changing the 2 year requirement to a 3-year math requirement for graduation. The history department has been piloting textbooks for 2018-2019. There is a liaison for ongoing meetings for department chairs and administrators.</p> <p>Special needs students have IEPs scheduled annually, triannually, and progress reviews.</p> <p>Collaboratively, the Special Education team members review progress, grades, and graduation requirements for students with special needs. Teachers are included in planning content and next steps for professional development.</p> <p>(Student Feedback): All Departments (Science, Math, English, etc.) must focus on pushing teachers to include examples of CAASPP and SAT questions in their lessons, as this helps students to be familiar with testing formats. Currently, various math teachers after a unit that will provide students with questions that mirror CAASPP questions, building the confidence of a student to answer these advanced types of questioning.</p> <p>At Brawley Union High School, teachers use tutorial time to instruct students in order to engage and enhance student learning in academics and/or co-curricular activities or to allow students to complete homework and other assignments, at the individual teacher's discretion. Teachers involved in providing instruction to his/her tutorial students, will have complete academic freedom with respect to the curriculum to be taught and the methodologies to be implemented. Students may seek assistance from other teachers of instruction if needed.</p>	<p>-Google Classroom</p> <ul style="list-style-type: none"> ● District Benchmarks ● Aeries Parent Portal Application for Mobile ● Progress reports ● Individualized Education Programs (IEPs) ● Math interim assessments. ● Tutorial Period During School Hours ● College and Career Access Center



With the partnership and collaboration for higher education programs of the Imperial Valley and Brawley Union High School, students have access to college and career center. In this center, students receive evaluations of their academic progress, college and university information, assistance on admission applications, and career exploration services. The center has College Access Professionals that assist students monitor their academic progress, course completion and university requirement eligibility from grade 9 through grade 12.

- ICAN event

Since 2015, BUHS has held an event called “ICAN”, where current and incoming students along with their families and the community at-large are invited to this evening event. At the event, attendees can become educated on things such as college requirements, and career technical fields.

Schoolwide Modifications Based on Assessment Results

D1.5. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D1.5. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
The science department has focused on using the Next Generation Science Standards (NGSS). The science department works with	-Interim Assessment Blocks (IABs) (2017-2019)



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GIZMOS, which is an online science simulations program (virtual lab). Members of the Math and English departments have attended the CAASPP Institute Math and English (2017-2019). In 2014, CAHSEE and CSTs drove professional development, as opposed to now, where CAASPP results guide professional development; attendance to the CAASPP Institute in San Diego and Riverside.

- MDTP Data to review/revise curriculum
- MyHrw.com
- Academic Vocabulary

(student feedback) In the math department the website MyHrw.com is used, which helps students learn more about the subject. This is a helpful website because it teaches you how to do the problems, instead of just giving you the solutions. After you learn how to do it, it gives you a different problem with a similar situation.

The school also has a campaign called Academic Vocabulary, which helps students extend their vocabulary. Most students believe it is useless writing down words they know already. The problem is that they do not understand the relevance and as a result they do not see the potential benefits of the program.

- Brief write samples and scores

(student feedback) Regarding assessment results leading to school programs changing for the better, the brief write program pushes students to better their writing with the use of the RACE format.

However, this program seems to be ineffective as students have no incentive to try hard enough to produce adequate writing samples. Why would the students of BUHS try to answer the prompt and write a decent paragraph when the students cannot track their progress to see if their writing is improving to meet standards? The brief write (constructed response) program would be an effective way to track student writing skills if students were allowed to see their results on the writing they created. This will push students to try for higher writing scores, therefore allowing the writing samples to be of high quality and truly showing the writing skills and progression of students, thus allowing for further changes to be made in order to better student writing skills. Assessments should be used to track student progress so further changes could be made to improve their skills.



D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Assessment Strategies to Measure Student Achievement

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student and school performance data to all stakeholders.

D2.1. Prompt: Evaluate the effectiveness of the processes for assessing student achievement of the standards and schoolwide learner outcomes.

Findings	Supporting Evidence
<p>There is consistency within the departments in using online platforms for assessments. Commercially available applications closely align with the Smarter Balanced style of assessments as well as align with state standards. Students are receiving immediate feedback from assessments in real-time and by using this information, students will be able to self-correct and be guided if necessary. Teachers, using these state aligned assessments can evaluate and determine the effectiveness of the assessments when pertaining to state standards.</p> <p>There are a number of department specific apps and programs that are used throughout the school. The math department uses my.hrw.com. The History department uses hmhco.com/one. They are websites where teachers assign students readings and other subject matter assignments. Students can complete assignments and receive scores on the platform and ultimately on Aeries. In case of student confusion or questions about the lesson, examples are provided.</p>	<ul style="list-style-type: none"> ● HMH, Pearson, MDTP Assessments ● Socrative, Quizlet ● TOMS, Interim Assessments ● Goformative ● My.hrw ● Joinpd (Pear Deck) ● Remind app ● Band app (helps the director keep in touch with members on upcoming events)



Some teachers also utilize the Remind app. These teachers use the app to keep in touch with their students out of school. Students can ask them questions about homework or ask if they have a quiz. The best thing about the Remind app is a feature of private messaging between the student and the teacher, so they won't feel embarrassed of not knowing a specific standard.

In addition to online apps, the curriculum used by school departments carries an online platform that carries numerous resources and assessments. Although utilized by many teachers, there seems to be a need for improvement in monitoring and evaluating how effective these resources actually are in assessing student achievement.

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. (This may include how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.).*

Findings	Supporting Evidence
<p>Since 2014, all departments have committed to doing at least two common assessments (unit tests/ benchmarks) per year.</p> <p>Some types of formative assessments are technology based programs such as Kahoot (2015-2019) which is a game based checking for understanding program that gives students quick feedback. It also provides students with game-based assessments. The English, Math, and Science departments utilize this tool. Flipgrid (2017-2019) allows students to respond to prompts in a video format allowing every student a voice. The Science department uses Flipgrid.</p>	<ul style="list-style-type: none"> ● Aeries ● Illuminate ● Publisher Software ● IAB's ● Goformative ● Interim Assessment Reporting System



Programs like Socrative and Goformative provide a digital platform for assessments which collect data in real-time and thus guide instruction. Many teachers in the History and Science departments use these platforms.

Since 2014, all departments have used collaborative Wednesdays (twice a month on average) to meet from 1:49 to 3:01 and collect and analyze student data to make curricular and instructional decisions.

Since 2018, in the math and English department, has used the Interim Assessment reporting system to analyze student performance on key standards to make changes to instruction to fit student needs.

Teacher and Student Feedback

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.*

Findings	Supporting Evidence
Teachers communicate expectations with parents and students.	<ul style="list-style-type: none"> ● Course Syllabi ● Back to School Night



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Teacher's grades are posted within ten days of assignment completion. Parents and students are able to access this information.

School announcements are sent out to parents through email and telephone messages. It is not used universally by all teachers. Those who do use it report that parents do not reply.

Administrators, counselors, and teachers communicate directly with parents through email and telephone conversations.

Teachers assess and monitor student progress toward meeting expectations using a variety of measures.

Students participate in career exploration and post-secondary exploration. Student interest and attendance in Saturday Academies are increasing.

State testing expectations are communicated to students and parents. Events like CAASPP Parent Night and AP Parent Night are not well attended.

Benchmark assessments are implemented in all content areas and used to guide instruction.

English Language Learners take the ELPAC assessment to test their English language proficiency levels. This information is then used to place students into appropriate classes.

- iCan Event
- Aeries Parent Portal
- Aeries Gradebook
- Aeries Communication tool
- Google Suite
- Phone records
- Illuminate
- Albert.io
- IEP's
- Publisher software
- Interim block assessments
- Kahoot
- Quizlet
- Benchmarks from every content area
- Google Classroom
- Freshman seminar
- Saturday Academies
- 10 year plan
- ROP activities and events
- CAASPP Parent night
- AP Parent Night
- Informational testing posters
- Writing assessments
- IAB's
- Publisher assessments
- ELPAC data
- SEI classes
- Transitional English classes
- ELD support classes

Category D. Standards-based Student Learning: Assessment and Accountability

Summary

All departments are using 1-2 common assessments to assess the student progress, but there may be a need to allow more time for the staff to create and analyze these benchmark exams and their results. Staff are using technology (such as Aeries, & Google Classroom) to assess student growth, to provide feedback



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to students/parents and all stakeholders on their growth, and to communicate expectations. The CAASPP, NGSS and the subsequent results have shaped the way teachers administer assessments in English, Math, and Science. It has also shifted the focus of professional development and adjustments have been made to curriculum/pacing guides in these departments.

In the past three years BUHS has implemented a school-wide writing and academic vocabulary campaign. The writing campaign (brief write style) is being administered twice per year in each department, but changes should be made to increase students’ motivation. In addition, the school board has approved a new three-year math requirement for graduation, that will commence with the graduating class of 2022. Since 2015, BUHS has ramped up college awareness through the creation of the ‘college career center’ and the iCAN event (held each spring). Special Education team members review progress, grades, and graduation requirements for students with special needs at their Individualized Education Plan (IEP) Meetings. Unfortunately, some students and their families are at a disadvantage due to the lack of resources such as technology and internet connectivity. There is still a need to closely align assessments/instructional activities with exams such as CAASPP, SAT, AP, NGSS, etc.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Parent Engagement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
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BUHS facilitates a multitude of parent engagement strategies and opportunities. Evidence of these opportunities is presented from sign in sheets gathered from parent engagement events:

In an effort to involve parents in all student needs, BUHS offers informational sessions on academics, emotional support, and college and career opportunities. These include Financial Aid Night, Career Day, Coffee Cat, and the Parent Night Presentation for Emotional / Behavioral Needs. Staff are in frequent communication with parents via parent conferences, phone calls, and emails.

A new system, Aeries Communication is utilized to reach parents quickly and effectively via email, phone calls, and text messages. We have a Border Link project in place to provide families with affordable internet and a free chromebook for assignments.

The Counseling Department at BUHS makes frequent contact with parents, hosting parent teacher conferences and regularly calling in regards to attendance and grades. Our Migrant Education program invites parents to participate in numerous events – from recognition ceremonies to monthly parent meetings, to regional parent conferences.

The Special Education department connects parents to resources such as emotional and behavioral health, opportunities for students to become self-sufficient through their Transition program and Department of Rehabilitation for employment and Social Security paperwork completion.

The Village is our local volunteer / donation location on campus for parents and students to obtain necessary resources for their well-being.

Representatives from our SPED department and Migrant Department attend the SARB panel to advocate on behalf of the students and parents in regards to barriers to attending school regularly.

BUHS offers **Parent Connection** on the school's website. Here, parents can stop by and see what is happening at school and ask questions about any suggestions, concerns, or simply questions they have about the school their children attend.

-Data on parents that have attended events:

- iCAN event: 146
- Tyler Dyrman Parent Evening: 45
- CAASPP Parent Evening: 29
- AP Parent Night: 78
- DELAC / Migrant Parent Meetings: 86
- WASC Parent Nights: 83

- Aries training for parents (This training was offered on August 7th and 8th where approximately 200 parents attended)

-BUHS utilizes social media to provide students and parents with additional accessibility to weekly updates and videos, student accomplishments, and future events. Social media is run by the Director of Curriculum and Instruction, ASB as well as collaborating teachers.



Recognized areas of improvement would include accessibility for parents to view the weekly updates our students receive, currently parents do not receive this communication. Translation services should be offered at all events per parent feedback. Incentives for students who do not regularly attend parent events should be implemented. Students should also be interviewed or given a survey to determine what information parents and students would be interested to learn more about.

E2. School Culture and Environment Criterion

The school provides a) a safe, clean, and orderly place that nurtures learning and b) develops a culture that is characterized by trust, professionalism, high expectations for all students, and c) maintains a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.1. Prompt: *Comment on the effectiveness of the processes and procedures in place (e.g., School Safety Plan), roles and responsibilities for ensuring a safe, clean and orderly learning environment that supports students.*

Findings	Supporting Evidence
BUHS Administrators and campus supervisors make safety a priority by being visible before, during, and after school and during extracurricular events.	<ul style="list-style-type: none"> ● Student handbook



To ensure a safe campus, a police officer regularly patrols the campus and restrooms. The school maintains fences and locked gates for added security. Only two gates are open during school hours. Upon entrance students are required to show their student ID's. This practice however, is inconsistent as only some proctors check ID's. Additionally, BUHS currently uses RAPTOR which requires all visitors to show a valid government identification card.

A few times a year, drills occur to practice different emergency protocols, such as fire, earthquake, and lock-down drills.

BUHS is currently implementing an emergency communication plan that stays clear, centralized, and informed at all times with your teachers, sites, district and law enforcement.

Needs for improvement is keeping the library restrooms open during the after lunch. An extra golf cart is needed to help transport students and for help with security issues.

Internet safety is addressed in all classrooms by the use of content filters. Teachers can also gain a view into student internet activity and control through the use of Go Guardian.

- Officer Amaya
- IP Cameras

- Raptor System

- Log Book/Binder

- Online CatapultEMS training for teachers/Staff

- Restroom Locked
- Golf cart

High Expectations/Concern for Students

E2.2. Indicator: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.



E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students’ heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
<p>BUHS has guidelines and regulations that are communicated to all students. Students and parents are provided with student handbooks prior to registration each year that explain school policies and regulations. Many members of the BUHS staff and administration consistently use positive behavior strategies such as, proximity control, pre-arranged signals, positive phrasing and behavior shaping.</p> <p>Administrators and counselors make connections with incoming freshmen and their parents by holding orientation sessions during the summer, and one-to one sessions throughout the school year. Parents and students are informed on a regular basis of additional support systems that are available to help them with any difficulties they may be experiencing. Counselors, parents and students collaborate to develop individual education plans that include college and career goals.</p> <p>During the school year, assemblies are sponsored by various teachers and organizations to recognize and celebrate Black History Month and Hispanic Heritage Month. There are also a variety of school clubs that cater to the needs of a broad spectrum of students, those include: “No One Eats Alone” and “Circle of Friends.”</p>	<ul style="list-style-type: none"> ● Club rosters ● Assembly schedules ● The Brawley Family Resource Center Brochure ● IVROP Brochure ● The Village Flyer ● Ican Flyer ● Informational video about BUHS ● Interviews with counselors and students



Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The entire school community has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school’s leadership, staff and stakeholders.*

Findings	Supporting Evidence
<p>A survey to students and faculty/staff was emailed. A little more than half (56) the faculty/staff responded, and 370 students responded. The survey participants were asked to evaluate the degree to which they felt an atmosphere of trust, respect, and professionalism at BUHS; faculty/staff were also asked about communication and collaboration.</p>	<ul style="list-style-type: none"> WASC Student Survey administered the week of 4/29/19

Overall, students and staff indicated generally positive perspectives with at least 30% positive rates on separate indicators of trust, respect, and professionalism. However there is an equal number of “neutral” responses to those questions. When asked, students and staff both stated their “neutral” response was a “sometimes” indicator.

The “neutral” response is indicative of a larger issue at BUHS. When combined with the “disagree” responses, the responses indicate an equal or greater percentage of negative to positive perspectives regarding trust, respect and professionalism at BUHS. On the faculty/staff survey the “neutral” (sometimes) response was equal or greater in number to the “agree” (positive) response on many questions. Clearly this is an area of need to focus on for future improvement.

Staff indicates that there are tools with which they can communicate to stakeholders. Staff indicated that they rely most on email or phone to communicate with parents, students, and other stakeholders.



One area of weakness is in the area of communication between administration and faculty. There is a strong need for

improvement in communication between school leadership and staff. In the survey administered to faculty and staff, the most negative responses surrounded the area of communication between administration and faculty.

One staff member stated: *“A response of some sort would be nice when emailing administration. When asked for my input, I never know the outcome”*

Another staff member stated:

“I find consistently that the right hand normally doesn't know what the left is doing. I'm not sure if that has anything to do with pay grade or what the issue is, but it is common to feel "out of the loop" as to what is going on in the workplace. Only certain people are informed and it is a great breeding ground for rumors and gossip due to issues not being addressed in a timely matter or not being addressed at all. Lots of speculation in many matters. Morale is not high and hard working people are not feeling valued, while the people that are barely working at all get babied.”

With regards to collaboration, time is allocated throughout the year however, there seems to be a lack of direction when it comes to the focus of collaboration meetings. Agendas for meetings are often sent the day of the meetings, thus leaving little time for departments to prepare.

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic and multi-tiered support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community.



Indicators with Prompts

Equitable Academic Support

E3.1. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.1. Prompt: *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
<p>Brawley Union High School offers a variety of programs that provide services which support students' personal needs. The Counseling department, Intervention Specialist, Family Resource Center, and on campus Police Officer are trained to support the whole student.</p>	<ul style="list-style-type: none"> ● Family Resource Center Director ● Counselors ● Aeries- Student Grade Report Exception List ● SEIS ● ELPAC scores ● Special Education Director ● Special Projects Director
<p>The counseling center sponsors college visits, and delivers presentations in the classrooms regarding high school graduation requirements, and college admission requirements. Counselors help students plan the classes for the following year. Counselors run reports every six weeks to identify students that are currently earning failing grades and meet with students and parents. Counselors serve as case managers for students on 504 plans, and attend IEP, 504, and SST meetings. Counselors can also initiate referrals to Family Resource Center (FRC).</p>	
<p>The Family Resource Center (FRC) offers a Therapy program, either individual or group, along with an Alcohol/Drug and Behavioral Health program to address student needs. The Therapy program includes a Therapist that is on campus on Monday, Wednesday, and Thursday. In order to qualify for this program there needs to be a medical necessity and specific criteria need to be met in order to see the therapist.</p>	



The Alcohol/Drug and Behavioral Health program offers services to students that have been referred, self-referred, or been caught with a substance. Students also receive services for anger management, anxiety, depression, and other problems that students may be dealing with.

English Learner (EL) students are placed in their english classes depending on their English Development scores (ELPAC), and can be reclassified. Students that recently moved to the United States “newcomers” would be placed in a class appropriate to their needs. Students also have access to Structured English Immersion (SEI), and SEI Honors classes, when needed students have access to aides to address their needs. All SEI classes are A-G approved.

Special Education students that are also EL may be reclassified if the IEP team determines language deficiency is due to disability not language development. 100% of special education students are in at least 1 general education class.

Multi-Tiered Support Strategies for Students

E3.2. Indicator: School leadership develop and implement strategies and personalized multi-tiered support approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies and approaches used by the school leadership and staff to develop and implement personalized multi-tiered support system.*

Findings	Supporting Evidence
<p>BUHS is in the beginning stages of implementing strategies and personalizing multi-tiered support approaches for students. Currently, there are strategies and approaches used by different staff members on campus, however, a complete multi-tiered support system is not yet in place.</p>	<ul style="list-style-type: none"> ● Counseling Data Chart ● FRC programs (Therapy & Behavioral Health) ● SST ● Borderlink program and student agreements



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The counseling department collects data that include:

- weekly grade checks
- students currently with a D or F
- emotional, behavioral, motivational or household problems

- Saturday Academies
- Interview with Director of Curriculum and Instruction

Students currently have the option of attending Saturday Academies for enrichment, support, or to meet other conditions.

BUHS has started the Student Success Team (SST) which is a team of individuals invested in assisting a student who is experiencing difficulties. The SST meets to develop an understanding of the student's strengths and problem areas, review resources and strategies available, and formulate a plan of intervention to resolve those problems in the regular classroom. Students may be referred by grade level teams, individual teachers, other school personnel, or by parents. Improving student achievement is the focus of the process.

During the 2018-2019 school year, the school held 25 SST meetings with 2 being re-visits.

Early Warning System (EWS) -

The school is currently piloting new measures to identify students early who are struggling in school with academics, also taking into consideration attendance and discipline. This year the school went through the data of sophomores in October to identify students in three tiers for support. General ed teachers were asked to support the list of Tier 2 students and the students who fell in Tier 3 had other interventions.

BorderLink

From the initial work with EWS, sophomore students were identified who might benefit from Bordelink. This program gives student Chromebooks with a MiFi device so that they have access to technology at home to do their assignments. In the initial group, sophomore students were targeted who fell into the categories of Socio-Economically disadvantaged, English Learners, and Special Education in addition to being part of the Tier 2 cohort. Part of the agreement to use the device at home is that students will devote 5 hours per month on Khan Academy that has been linked to their PSAT scores from the fall.



The Family Resource Center offers a variety of services to students and their families. FRC offers a Therapy program along with an Alcohol/Drug and Behavioral Health program. The Therapy program includes a Therapist that is on campus on Monday, Wednesday, and Thursday. In order to qualify for this program there needs to be a medical necessity and specific criteria need to be met in order to see the therapist. (Parent Project)

The Alcohol/Drug and Behavioral Health program offers services to students that have been referred, self-referred, or been caught with a substance. Students also receive services for anger

management, anxiety, depression, and other problems that students may be dealing with.

The services provided have helped students make positive changes seen in behavior, attendance, and academic improvement. These interventions have been helpful, however, the benefits of the program

Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being

E3.3. Indicator: The school leadership and staff ensure that the multi-tiered support system impacts student success and achievement.

E3.3. Prompt: *Evaluate the extent to which the implementation of the multi-tiered support systems impact student learning and well-being.*

Findings	Supporting Evidence
<p>BUHS is in the beginning stages of implementing a school wide multi-tiered support system and has yet to obtain substantial quantitative evidence of its impact on student success and achievement. Administration, the counseling department and the Family Resource Center believe that recent areas of support such as SST meetings, services provided by Behavioral Health, and</p>	<ul style="list-style-type: none"> ● Counseling GPA data



Borderlink are helping individual student needs. The counseling department reported that mentoring through the Success 2021 project showed a small gain in grade-point-average from tiered sophomores during a short term. School leadership and staff are hoping to identify more evidence of student success in the future as the school works toward a complete multi-tiered support system.

Co-Curricular Activities

E3.4. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.4. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<p>BUHS offers a wide variety of curricular and co-curricular sports, clubs and other activities, and encourages students to participate.</p>	<ul style="list-style-type: none"> ● Sports list ● Clubs list
<p>BUHS has an academic monitoring program where students in these activities are monitored every grading period to make sure they meet eligibility requirements.</p>	<ul style="list-style-type: none"> ● Weekly updates to inform students of events. ● Attendance- We have two week probation for tardies.
<p>Academic awards for athletes and students involved in other clubs or activities. Specific process for examining the level of involvement for all students in a variety of activities.</p>	<ul style="list-style-type: none"> ● If you owe detention hours or Saturday schools the student is suspended for two weeks. ● 5 Star Students used to collect student attendance.



- Google Forms (Used for voting)

Category E. School Culture & Support for Student Personal and Academic Growth

Summary

Overall, Brawley Union High School has a school culture that supports student personal and academic growth. The school provides opportunities for parent engagement, co-curricular activities are a strength, and there is a concern for students' success. Recently, BUHS has increased its efforts in ensuring a safe, clean, and orderly place that nurtures learning, including internet safety. BUHS has different ways of supporting all students to have access to a challenging curriculum aided by the Counseling department, Intervention Specialist, Family Resource Center, and on campus Police Officer are trained to support the whole student. BUHS is currently in the beginning stages of implementing a school wide multi-tiered support system and has yet to obtain substantial evidence of its impact on student success and achievement. Overall, students and staff indicated generally positive perspectives with at least 30% positive rates on separate indicators of trust, respect, and professionalism.



Chapter IV: Summary and Analysis of Data and Progress



Chapter IV: Summary from Analysis of Data and Progress

Process:

As all Focus Groups and Home (Department) Groups met, discussed, and gathered information for this self-study report, they were asked to record areas of strength and areas of growth for their particular group. All areas were reported as follows:

A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources



Areas of Strengths

- BUHS instills many events throughout the year that bring parents, students, and teachers together to either collaborate or discuss school policies, student opportunities, or basic curricular matters. Also, all stakeholders are encouraged to attend district school board meetings, School Site Council meetings, and other various focus groups to have their say in what happens at BUHS.
- BUHS has increased the use of technological software and programs that have enhanced communication between all stakeholders and provided valuable information regarding district and school policies, procedures, and operations.
- BUHS has allocated significant resources and time towards providing relevant Professional Development to all teachers and staff with the goal of increasing student achievement.
- Newly installed and upgraded software including Raptor and CatapultEMS, has given a sense of safety so the students and staff feel more confident in their learning process at BUHS.
- The school's financial practices are in compliance with standard practices and government regulations.

Areas of Growth Needs

- BUHS needs to better incorporate access and knowledge regarding the vision, mission, and student learner outcome statements to all of its stakeholders.
- BUHS needs to continue to improve procedures for quick and effective assistance to staff in need of maintenance and technology support.
- Faculty needs training and opportunity to analyze disaggregated student data to determine student needs and strategies and/or actions required to address these needs.
- There is room for improvement in facility upkeep and repairs, and more full time security personnel to aid in the monitoring of the student restrooms and various areas on campus to cut down on the drug use and fights.

Category B: Standards-based Student Learning: Curriculum

Areas of Strengths

- Professional Development opportunities are provided and the district encourages staff to continue growing as teachers.
- All students have access to CTE and AP course offerings and Dual Enrollment opportunities.
- Implementation of school-wide writing and academic vocabulary campaigns.



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- Stakeholders' access to the Aeries Portal and schoolwide website allows for better communication in regards to grades, discipline, and attendance. Student access to Aeries has allowed students to be more invested in their grades.

Areas of Growth Needs

- Constructed response lessons don't consistently promote the necessary rigor across curriculum.
- Science facilities don't meet facility safety requirements, nor do most courses meet the UC wet lab requirements.
- Some departments (e.g., science) for which academic standards have been adopted by the state need to develop pacing guides and curricula (for courses lacking these, or for which these are outdated).
- All departments need to align curriculum with student learning outcomes.
- All students need to meet regularly with counselors and parents to monitor and modify their personal learning plan.

Category C. Standards-based Student Learning: Instruction

Areas of Strengths

- Since the 2014 visit, BUHS district has incorporated more technology in the classroom by giving more rooms access to Chromebooks and the internet.
- Most classrooms have 1 to 1 chromebook ratio
- Since the 2014 visit, we have adopted curricula that promote critical thinking skills and inquiry in students.
- An increase in the number of teachers implementing a variety of applications and/or programs.
- Student collaboration in classrooms.
- Course syllabi and pacing guides provided in most classes.
- Use of rubrics to clarify tasks and grading of projects/assignments.
- Benchmark assessments

Areas of Growth Needs

- Teacher collaboration for the design of common assessments.
- Analysis of results of common assessments.
- Consistency among teachers of the same subject in regards to expectations and grading.
- Providing support and intervention to increase the achievement of all students.



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- Providing accommodations for all EL and SpEd students.

Category D. Standards-based Student Learning: Assessment and Accountability

Areas of Strengths

- BUHS is working on cross-curricular instruction to ensure all students/ staff are familiar with specific writing standards and formats.
- BUHS has implemented a three-year graduation math requirement, in order to ensure students are better prepared to take the CAASPP.
- BUHS Math and English departments are utilizing results obtained from the Interim Assessment Blocks to make changes in pacing guides, curriculum, instruction, and the creation of common assessments.
- Communication has improved among students/staff/students via email, and google classroom.

Areas of Growth Needs

- Ongoing challenges exist because there is a lack of technology resources by some families, changing telephone numbers, and families who have not signed up to access the Aeries portal system.
- All Departments (Science, Math, English, etc.) must focus on encouraging teachers to include examples of CAASPP, CAST, and SAT questions in their instruction.
- The writing campaign is ineffective as students have no incentive to try hard enough to produce adequate writing samples. Many students are not receiving feedback after these writing exercises.
- There has been a decrease in the amount of time allotted to teachers to analyze student data and results from department-wide common assessments. While we are required to have common assessments, there is no time set-aside to analyze those results during collaborative meetings.

Category E: School Culture and Support for Student Personal and Academic Growth



Areas of Strengths

- BUHS uses multiple forms of communication and provides numerous outreach events to connect parents and the community to the school.
- The Family Resource Center and Imperial County Behavioral Health are valuable assets to helping the school serve the psychosocial needs of the students.
- BUHS provides the opportunity for all students to participate in diverse student-initiated clubs. The community also takes pride in the successful and inclusive athletic programs

Areas of Growth Need

- BUHS could benefit from the presence of more security staff and resources to improve feelings of safety.
- There is a need for more faculty input in school decisions and improved communication with administration.
- BUHS needs to expand, organize and implement a personalized multi-tiered support system throughout all parts of the school.
- BUHS needs to improve collaboration between our staff members and provide specific access to student information.
- We currently have after school tutoring to assist students with schoolwork; however, that has not been effective for these students.
- School leadership and staff need to develop a quantifiable process for the collection of data that will measure the impact of multi-tiered support systems on student success.

School-wide Areas of Strength

- BUHS has a wide variety of programs, clubs, and sports in which all students have the opportunity to participate and feel like they belong.
- BUHS has a strong school community that involves the support of all stakeholders, including students, parents, staff, board of trustees, and community members. Students and staff feel welcome at BUHS. Students feel they can approach their teachers and counselors for assistance and have a general feeling that there is an adult on campus who cares about them.



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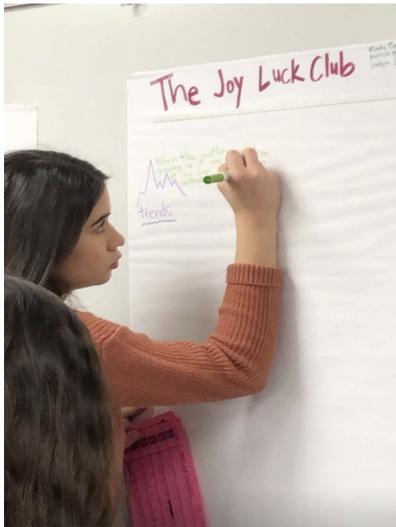
- BUHS provides several communication resources in order for students and parents to be continuously updated and informed regarding grades, attendance, and school events and activities.
- BUHS provides staff with many professional development opportunities and promotes collaborative time for teachers and staff to meet with departments in order to ensure equitable and rigorous learning experiences and opportunities for all students.

School-wide Areas of Growth Need

- BUHS needs to improve the exposure, knowledge, and relevance of the school's vision, mission, and student learner outcomes for all stakeholders.
- Instructional lessons need to be implemented school-wide in order to make BUHS's core values relevant to students and tie into the student learner outcomes.
- More student support and positive interventions need to be explored in order to help decrease suspension rates, chronic absences, and truancy rates.
- A more continuous school-wide effort and buy-in from staff needs to be explored in order to increase Response to Intervention (RtI) Program in order to maximize learning opportunities, inclusion and equity, for all students in the least restrictive environment.
- Continue exploring strategies to increase rigor in the school-wide campaigns (constructed responses, academic vocabulary, and QFTs).



Chapter V: Schoolwide Action Plan / SPSA





School Year:

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Brawley Union High School	13 63081 1331404	5/30/19	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The district's LCAP is the foundation for all expenditures incurred by the district. Based on the needs assessment and goals found in the LCAP the school will utilize federal funds to supplement base funding in accordance with the purpose and goals of each specific goal. BUHS will use federal funds outlined in the the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core, base programs.



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Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Brawley Union High School uses various means to gain stakeholder input from everyone. Student, parent and staff surveys have been completed and suggestions have been reviewed. Through monthly school site council meetings, member and audience members are able to review the School Plan Goal by Goal and provide input and suggestions for revision. BUHS continues to focus on increasing student achievement and all input is vital to the progress of the school.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Although there are not blatant resource inequities, English learners students are two or more colors below that of their peers on the California Dashboard regarding CAASPP results. English learners received a color of Red for ELA while the overall student population earned a Yellow. In mathematics, the overall student population earned a Green, whereas English learners received Red. There is a need to increase student achievement with the English learner subgroup.





Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Achievement

LEA/LCAP Goal

LCAP Goal 1 - Develop a comprehensive core and support program to assist in increasing student achievement.

Goal 1

BUHS is committed to attaining proficiency on CAASPP and increasing percent proficient steadily every year.

Identified Need

There is a need to increase student achievement for significant subgroups in order for them to achieve performance levels equal to their peers as illustrated through the California Dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard	56.14% - Standard Met/Exceeded ELA 27.25% - Standard Met/Exceeded Mathematics	Maintain or increase by 1 to 2% annually

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide after school tutoring in the library and math tutoring with the math department

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)





8640	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries BUHS will continue with after school tutoring in the school library. BUHS will continue with implementation of Math tutoring after school with focus on Integrated Math and SBAC testing. 2 Certificated Personnel 96 hours each
1500	Title I 3000-3999: Employee Benefits 2 Certificated Staff - 96 hours each Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Credit Recovery Outside of the school day struggling students who need to recover credits

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
34,200	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Credit Recovery After School and during the summer (Extra Duty Certificated Staff - 120 Summer Hours; Approximately 640 after school hours)
8,000	Title I 3000-3999: Employee Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement class size reduction at the 9th math grade level to assist struggling students in achieving grade level proficiency as well as adopting Agile Math curriculum to utilize in these classes.





Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
80,000	Title I 1000-1999: Certificated Personnel Salaries Certificated salary of one math teacher in order to implement class size reduction
10,500	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies 100 Student Books, 3 Teacher Books, and Training for Agile Math

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

BUHS will continue to offer AP Prep courses before school, after school and during Saturday Academies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,050	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries BUHS will continue with implementation of AP prep before/after school hours and during Saturday Academies - 90 Extra Duty Hours

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

During the 2017-18 school year, BUHS has researched curriculum for social science and will adopt for the 2018-19 school year.

Proposed Expenditures for this Strategy/Activity



List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250,000	Lottery: Instructional Materials 4000-4999: Books And Supplies BUHS will develop rotational textbook adoption schedule for: Science, and Social Science, based on curriculum availability.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

ICOE Professional Development Contract- August 2018 - June 2019

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Contract with ICOE for Professional Development in Subject Areas other than math and English
35,000	Title I 5000-5999: Services And Other Operating Expenditures ICOE contract for Professional Development (ELA and Mathematics)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Department Collaboration - monthly throughout the school year

Proposed Expenditures for this Strategy/Activity





List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	BUHS will provide release time for teachers to collaborate within grade levels and departments in planning for alignment and development of common benchmarks.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Writing project will be implemented and assessed at least once per subject are each semester

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	LCFF 4000-4999: Books And Supplies BUHS will implement a school-wide writing project continually throughout the school year to enhance writing instruction and increase writing opportunities throughout all disciplines in relation to SBAC writing component.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

BUHS will maintain three full time instructional aides to assist students struggling in the area of mathematics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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74,970	Title I 2000-2999: Classified Personnel Salaries The district will continue funding two FTE instructional aides specifically assigned to mathematics courses where struggling students are enrolled.
34,970	LCFF 2000-2999: Classified Personnel Salaries The district will continue to fund 1 FTE instructional aide specifically assigned to mathematics courses.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

BUHS will maintain 3 Americorp aides to assist in the area of English

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
35,000	Title I 5000-5999: Services And Other Operating Expenditures Brawley Union High School will continue to maintain a partnership with Americorp and support three FT Americorp aides that specialize in English support.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

9th and 10th Grade Students

Strategy/Activity

BUHS will provide English support classes to struggling 9th and 10th graders in addition to their core English course.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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80,000	Title I 1000-1999: Certificated Personnel Salaries 4 sections of English Support
20,000	Title I 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The actions and services the district had planned for Goal 1 were fully implemented. The district partnered with ICOE to create a comprehensive professional development plan to support student learning and provide equity and access not only to the curriculum, but to state assessments as well. The district purchased another group of chromecarts and after 2019-20, all teachers should have their own chromecarts. The district has begun replacing old chromebooks that no longer function properly. The district expanded its summer math bridge program to include other core subject areas and had so much student interest that BUHSD had to hire more certificated staff than expected. BUHSD expanded its Saturday academies and student attendance on Saturdays has steadily increased.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material differences in the estimated expenditures and actual expenditures are not extremely significant. All actions were fully implemented, but some actions had higher than anticipated expenses. For example, action summer school was expanded to include more students and more subject areas. The number of staff more than doubles, therefore our expenses for that action increased.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

BUHS is going to support increased expenditures in the areas of summer school and possibly adding Saturday Academies for struggling students. The district will continue to provide relevant professional development to its staff. The district added specialized curriculum for struggling math students called Agile Math.



Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Learner Progress in Learning English

LEA/LCAP Goal

LCAP Goal 2 - The district will facilitate academic support programs for English learners to assist them in meeting state mandated targets

Goal 2

BUHS will increase proficiency in the category of English learners in the US less than 5 years in order to meet state targets.

Identified Need

2017-18 was a baseline year for English learners. The new English proficiency exam was fully operational during the 2017-18 school year and baseline data will be established and expected outcomes will be developed once there is comparable data in 2018-19

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard	Level 4 - Well Developed - 21% Level 3 - Moderately Developed - 30.5% Level 2 - Somewhat Developed - 22.8% Level 1 - Beginning Stage - 25.7%	Increase in English proficiency by 2 -3% annually

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Language Enrichment program during the summer

Proposed Expenditures for this Strategy/Activity





List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,758.25	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra Duty - 2 teachers, 1 classified aide (50 hours each)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Professional Development for EL strategies will continue yearly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
26,600	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures BUHS will strategically implement EL strategies professional development for all teachers and paraprofessionals. This PD will include training in the use of Integrated ELD strategies in the classroom.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Reclassification and student placement will be quarterly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)



BUHS will review reclassification periodically to ensure compliance. Student placement will emphasize a path to AP Spanish Literature and Language classes.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

The district will maintain 3 language aides to assist students in gaining proficiency in English

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
33,636	Title III 2000-2999: Classified Personnel Salaries The language aide will assist students with language acquisition in their core content courses. - 1 FTE
11,729	Title III 3000-3999: Employee Benefits
67,272	LCFF - Supplemental 2000-2999: Classified Personnel Salaries The language aide will assist students with language acquisition in their core content courses. - 2 FTE
23,458	LCFF - Supplemental 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.





This goal was fully implemented the actions articulated in this goal. English learner summer school was fully staffed with 40 students completing the summer course. The course was project based learning with a focus on language development while working in the field of biology. Field trips throughout the year were provided to students in order for them to gain a better understanding of the concepts being taught.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material differences between budgeted expenditures and estimated actual expenditures are minor. All action were completed with purchases staying true to what was set aside for this goal. The only added expenditure was the online program, Grammarly Premium. The additional software program's costs had minimal impact on the budget. It was purchased for one teacher to pilot with her new immigrant students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

English learners are steadily gaining progress in learning English, but are two levels below that of their English speaking peers on both ELA and mathematics as demonstrated on the CAASPP. Because of this, the district has listened to suggestions from it parents as well as support staff regarding the adoption of new software for English learners. All parties suggested Rosetta Stone and the teachers are currently using it on a trial basis with the notion of fully implementing it in ELD classes next year. The district continues to explore different avenues of support for its English learners and is actively trying to implement this suggestion. The district will continue to implement the other actions in this goal for the 2018-19 school year.



Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

College and Career

LEA/LCAP Goal

LCAP Goal 3 - The district will facilitate an increase in college and career readiness by 2% annually.

Goal 3

BUHS will increase in A-G completion data, improve AP participation and assessment results, increase alignment with CTE course pathways, and CAASPP EAP results.

Identified Need

There is a need to increase the percentage of students consider prepared on the College and Career Indicator in accordance with the California Dashboard

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard College Board	College and Career Indicator - 38.4% Prepared College and Career Indicator - 24.6% Approaching Prepared A-G completion - 34% AP Exam 3+ - 64% "College Ready" ELA - 22.73% "College Ready" Mathematics - 7.88%	Increase by 1-2% annually on each metric

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

ROP/CTE courses will implement a complete pathway with a second level course for the 2017-2018 school year.

Proposed Expenditures for this Strategy/Activity





List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300,000	LCFF 4000-4999: Books And Supplies BUHS will continue to promote and expand ROP/CTE courses with the following: Culinary Arts I,II Electrical/Renewable Exploring Computer AP Computer Science Law Enforcement I,II

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

SAT/ACT test preparation workshops will be held during Saturday Acadmies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,340	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries BUHS will provide ACT/SAT Test preparation classes, materials, and fee waivers, as needed. Test preparation offerings will be outside of regular school hours.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

BUHS will offer Dual Enrollment classes in conjunction with Imperial Valley College free of charge to BUHS students.



Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,680.53	LCFF - Supplemental 4000-4999: Books And Supplies Textbooks for the Dual Enrollment IVC Textbooks

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

College/Career Readiness Center will be accessible during regular school hours.

Efforts to continue to work with all college/university going programs and career affiliated programs will continue yearly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14,525	LCFF - Supplemental BUHS will continue collaborating with ROP Representative, Military Recruiters, local College Recruiters and programs to promote and increase accessibility of BUHSD College/Career Readiness Center. BUHS will continue to work with ICOE College Awareness program in yearly iCAN event.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)





All Students

Strategy/Activity

BUHS increased the number of A-G Courses to include Publications and Advanced Publications

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,293	LCFF - Supplemental 4000-4999: Books And Supplies The Radical Write Textbook

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All actions set forth in this goal were fully implemented. BUHS fully supported certificated personnel in providing additional AP test prep outside of the school day. Some teachers held study sessions after school while other staff held sessions on Saturdays. Students are also able to receive additional support through an online study support program for both AP and ACT/SAT prep that they may work on independently at their own pace.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All items projected for this goal were purchased and no material differences in budgeted expenditures is apparent, but there were some expenditures that were less than originally planned. For example, BUHS offered Dual Enrollment Courses in conjunction with IVC and the cost of the textbooks was considerably less than originally estimated. Another material difference was the textbooks for the newly A-G approved Publications course. The teacher was able to find the student workbooks online, free of charge, therefore the district did not purchase hard copies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the decrease in the percentage of students receiving a 3 or better on an AP exam, the district will increase the number of after school study sessions offered as well as ensure all students have an account with Alberti.0 and are well versed in its significance to their AP exam success. The school continues to encourage and support AP teachers through providing AP





training specific to their course. BUHS will continue its partnership with IVC in order to provide college level courses free of charge to its students at BUHS.



Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate and Culture

LEA/LCAP Goal

LCAP Goal 4 - The district will establish a school climate that encourages attendance, positive behavior and increased academic success.

Goal 4

BUHS will increase attendance and graduation rates and decrease drop out, suspension and expulsion rates.

Identified Need

BUHS has found a need to focus on positive school climate, recognizing the need to support all aspects of student learning to include social and emotional well-being

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Dataquest Student Surveys	Drop Out Rate - .4% Graduation Rate - 98.7% Suspension Rate - 4.4% Expulsion Rate - Less than 1% Chronic Absenteeism - 10.1% Healthy Kids Survey - Feel Safe at School - 91% School Connectedness - 81%	Maintain less than 1% Drop Out Rate and Expulsion Rate Maintain Graduation Rate Maintain/Decrease Suspension Rate by at least .5% Decrease Chronic Absenteeism by at least 1% annually Increase the number of students who feel connected to and safe at school by 2% annually

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity





County Wide Student Study Team Online System will be implemented 2017-2018 school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
50,000	Title I 5000-5999: Services And Other Operating Expenditures BUHS purchase SST system to assist with student academic achievement, attendance, and discipline.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School Safety Committee will meet on a bi-monthly basis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	BUHSD School Safety Committee to plan and implement school safety procedures.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Google Suite will be monitored on a monthly basis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)



7500	<p>Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures BUHS will provide training and use the organizational tools in Google Suite to create and share student calendars, prioritize tasks, calendar time-due dates and interact with teachers and/or classmates.</p>
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Motivational speakers for students and teachers will be made available to begin 2017-2018 school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11,500	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures BUHS will continue to pursue outside presenters for academic and personal motivation.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Freshmen

Strategy/Activity

Online Career Choices 10 Year Plan will be implemented for all Freshman and monitored yearly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,178.68	LCFF - Supplemental 4000-4999: Books And Supplies Career Choices Consumables
2180.44	LCFF - Supplemental





5000-5999: Services And Other Operating Expenditures
Training for 1 Freshmen Seminar Teacher

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Club/Activities Fair will continue yearly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500	LCFF - Supplemental 4000-4999: Books And Supplies BUHS will continue to provide Club/Activities Fair in order to ensure and/or motivate student participation.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

BUHS will develop a school wide attendance campaign

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,800	LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies for Attendance Campaign

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students



Strategy/Activity

Attendance incentive program will be implemented at the end of each grading period.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
BUHS will continue with incentive program for exceeding in GPA's, Attendance, and Conduct.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Credit Recovery outside of the school day

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

24,000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
BUHS will continue to fund credit recovery opportunities for students several times throughout the school year.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Struggling Freshmen

Strategy/Activity

BUHS will offer a self-contained "Opportunity" Class on campus for struggling freshmen

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)





100,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Opportunity Teacher
15,000	LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All of the actions articulated in this goal were fully implemented. There is great success with the credit recovery program implemented at BUHS which is evidenced by our high graduation rate. Club rush is one of the most popular times of year and students are excited to see how they can become involved in their school. The district used to work in conjunction with other districts on an attendance campaign, but has since started their own. BUHS is actively trying to find the most effective means of achieving high attendance rates at our school.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Motivational speakers have raised their rates and the school had to spend a little more in that area than originally projected. Other budgeted expenditures have coincided with the estimated actuals at the end of the fiscal year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

After conducting school climate surveys and based on data collected by the district, it is determined that students not only need support in academics and discipline, but also in the realm of mental health and wellness. BUHS has invested in PBIS training and will continue to expand the PBIS culture for next year. The district has also discovered a need for an added layer of support and intervention for some incoming freshmen and will therefore open a Self-Contained Opportunity class on the main campus to assist struggling freshmen who have attendance issues and other difficulties precluding them from being successful in a comprehensive high school setting.



Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Connectedness

LEA/LCAP Goal

LCAP Goal 4 - The district will establish a school climate that encourages attendance, positive behavior, increased academic success and parent involvement.

Goal 5

BUHS will increase parent to school connectedness and participation by increasing communication efforts

Identified Need

There is a need to increase communication efforts to encourage parents to participate in school events and for all stakeholders to feel comfortable and welcomed at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey	Baseline: Parent Engagement Surveys - Feel Comfortable Participating in School Programs and Events - 81.9% Feel Involved in the Decision Making Process - 57.5%	Increase parent involvement by 5% annually

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Stakeholder participation efforts will be reviewed at the end of year to improve efforts the following year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.





Amount(s)

0

Source(s)

BUHS will continue with Site Council, ELAC, and parent portal as avenues for parent and stakeholder participation in school decision making.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Website effectiveness will be reviewed weekly and updated daily.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6,000

Source(s)

Title I

BUHS will implement a new website to enhance parent and/or community notifications and announcements.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Intercom and Bell System will continue to be enhanced/updated during the 2017-2018 school year.

Alarm devices will be purchased for outdated devices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

35,000

Source(s)

LCFF





BUHS will purchase and install new security cameras

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Aeries Communication will be updated as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,400	LCFF BUHS will continue to subscribe to Aeries Communication to disseminate information to parents and students

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This goal was fully implemented and will continued to be reviewed quarterly for its effectiveness and need for improvement. The school will continue to strive to provide a safe and welcoming environment for its stakeholders and values their input.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were not material differences between the intended implementation and the budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



The school is going to continue to provide meaningful surveys for parents in order for the school to ascertain how it can best empower parents to participate in the decision making process and participate in school events.





Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,479,680.90

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$414,470.00
Title I Part A: Basic Grants Low-Income and Neglected	\$53,340.00
Title II Part A: Improving Teacher Quality	\$7,500.00
Title III	\$45,365.00

Subtotal of additional federal funds included for this school: **\$520,675.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCFF	\$378,870.00
LCFF - Supplemental	\$330,135.90
Lottery: Instructional Materials	\$250,000.00

Subtotal of state or local funds included for this school: **\$959,005.90**

Total of federal, state, and/or local funds for this school: **\$1,479,680.90**



Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Expenditures by Funding Source		
	0.00	
LCFF	378,870.00	
LCFF - Supplemental	330,135.90	
Lottery: Instructional Materials	250,000.00	
Title I	414,470.00	
Title I Part A: Basic Grants Low-Income and Neglected	53,340.00	
Title II Part A: Improving Teacher Quality	7,500.00	
Title III	45,365.00	

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	239,988.25
2000-2999: Classified Personnel Salaries	310,848.00
3000-3999: Employee Benefits	64,687.00
4000-4999: Books And Supplies	603,452.21
5000-5999: Services And Other Operating Expenditures	197,780.44

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCFF	42,400.00





2000-2999: Classified Personnel Salaries	LCFF	34,970.00
4000-4999: Books And Supplies	LCFF	301,500.00
	LCFF - Supplemental	14,525.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	13,148.25
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	167,272.00
3000-3999: Employee Benefits	LCFF - Supplemental	23,458.00
4000-4999: Books And Supplies	LCFF - Supplemental	41,452.21
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	70,280.44
4000-4999: Books And Supplies	Lottery: Instructional Materials	250,000.00
	Title I	6,000.00
1000-1999: Certificated Personnel Salaries	Title I	184,000.00
2000-2999: Classified Personnel Salaries	Title I	74,970.00
3000-3999: Employee Benefits	Title I	29,500.00
5000-5999: Services And Other Operating Expenditures	Title I	120,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	42,840.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	10,500.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	7,500.00
2000-2999: Classified Personnel Salaries	Title III	33,636.00
3000-3999: Employee Benefits	Title III	11,729.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	708,330.00
Goal 2	169,453.25
Goal 3	327,838.53
Goal 4	225,659.12
Goal 5	48,400.00





School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

School Principal

Classroom Teachers

Name of Members	Role
Jesse Sanchez	Principal
Amanda Lyon	Classroom Teacher
Frank Cervantes	Classroom Teacher
Billy Brewer	Classroom Teacher
Dina Self	Classroom Teacher
Audrey Noriega	Parent or Community Member
Diana Renteria	Parent or Community Member
Ruben Felix	Parent or Community Member
Zabdi Velasquez	Secondary Student
Joseph Santana	Secondary Student
Dylan Carpio	Secondary Student
Sandra Cortez	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.





Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Jesse Sanchez on



Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.



For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]





Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.





Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.



Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:





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- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]



Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.





- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.



- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.





Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.



Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.





Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



Appendices:

- A. Results of Parent Involvement Survey (February 2020)
- B. Results of Student Survey (May 2019)
- C. Results of Student WASC Survey/ E: School Culture (February 2020)
- D. Results of Staff WASC Survey/ D: Assessment & Accountability (May 2019)
- E. Healthy Kids Survey results (February 2019)
- F. Senior Exit Survey results (June 2019)
- G. Borderlink Project
- H. Coffee Cat
- I. Positive Behavior Interventions and Supports (PBIS)
- J. Link Crew
- K. Master schedule
- L. Bell schedule
- M. Focus on Learning Snapshot of Student Engagement
- N. Walkthrough Observation Form
- O. School-wide writing campaign results
- P. School-wide Academic Vocabulary Campaign results
- Q. BUHS Dashboard (2019)
- R. Student Study Team (SST) Process
- S. School accountability report card (SARC)
- T. CBEDS school information
- U. Graduation requirements
- V. Lists of school clubs and advisors
- W. List of school sports

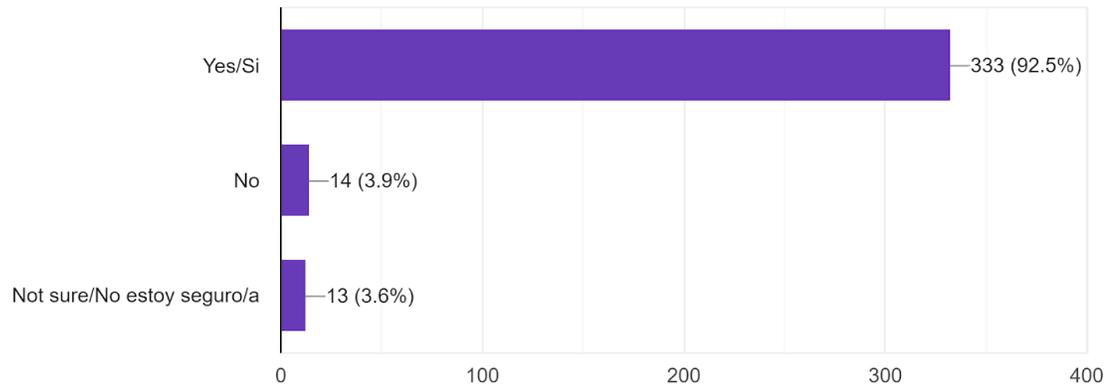


A- Results of Parent Involvement Survey (February 2020)

Do you have enough access to the school and teachers through phone, email and in person?

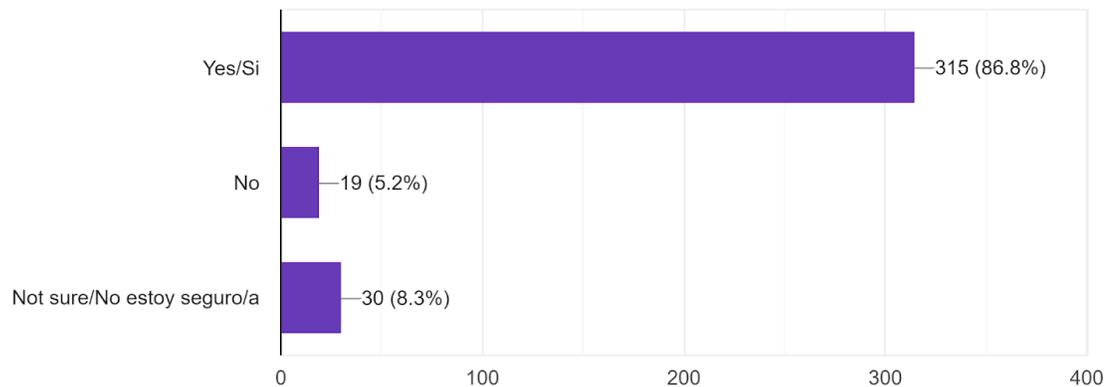
¿Tiene suficiente acceso a la escuela y maestros mediante teléfono, correo electrónico y en persona?

360 responses



Do you feel teachers and administrative staff address your questions in a timely manner? ¿Siente que los maestros y el personal administrativo responden sus preguntas a tiempo?

363 responses

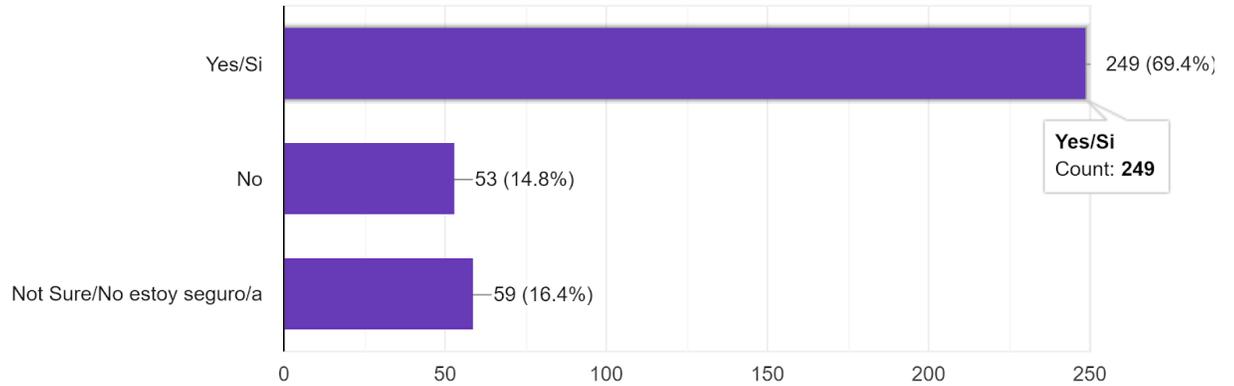




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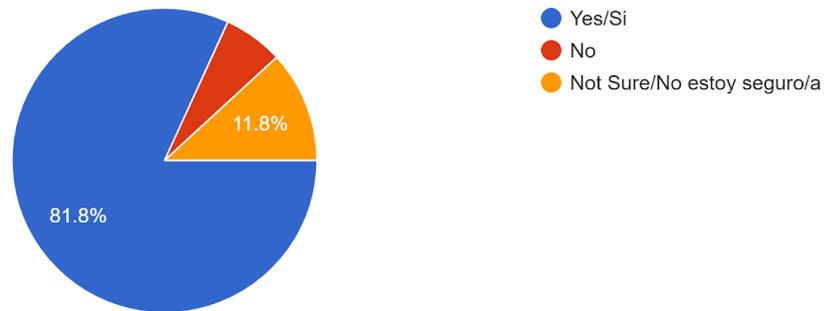
Do you feel involved in the decision making process at your child's school? ¿Se siente envuelto en el proceso de tomar decisiones en la escuela de su hijo/a?

359 responses



As a parent, do you feel welcome to visit the school and classrooms at any time? ¿Como padre, se siente bienvenido a la escuela y a salones de clases a todo momento?

363 responses

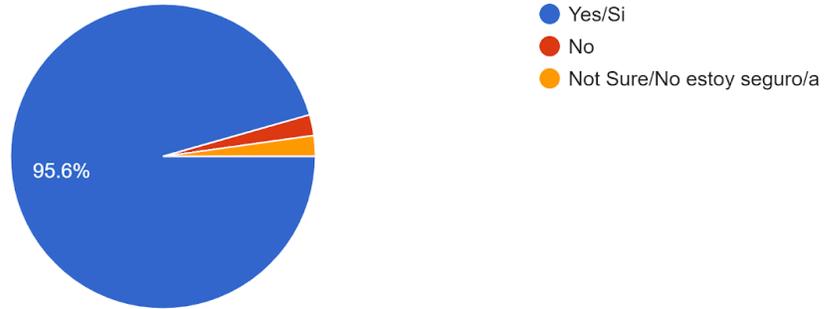




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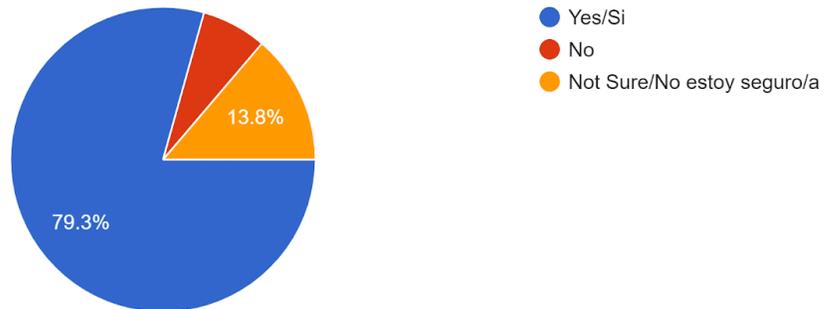
Do you feel comfortable asking teachers and administrators questions about your child's education? ¿Se siente a gusto haciendo preguntas ... administradores sobre la educación de sus hijos?

363 responses



Do you feel your child is safe at school? ¿Siente que su hijo/a está seguro/a en la escuela?

363 responses

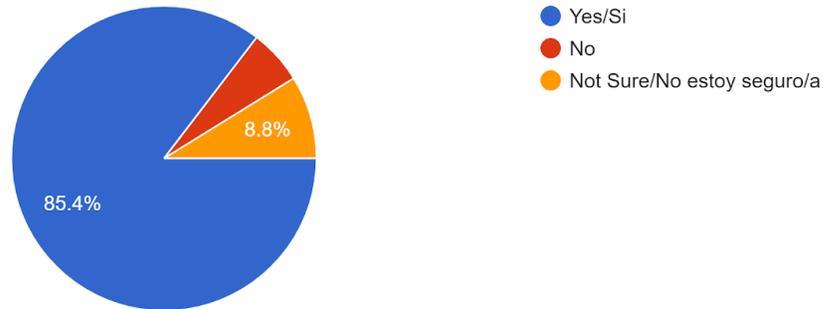




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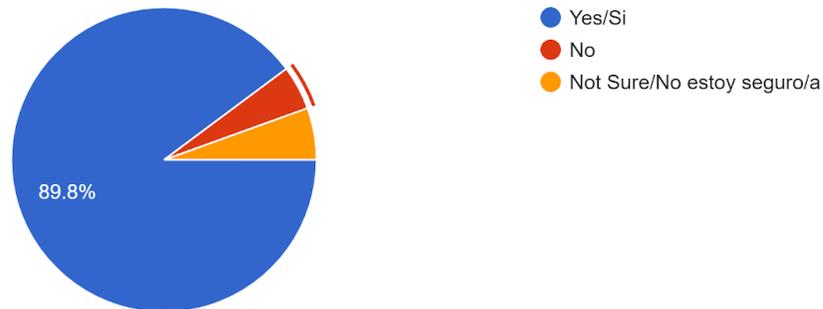
Does the school support diversity among students, families and staff? (ethnicity, race, economic status, special needs) ¿Apoya la escuela la divers..., raza, estado económico, necesidades especiales)

363 responses



Do you feel comfortable participating in school programs and events? ¿Se siente cómodo participando en programas y eventos escolares?

363 responses

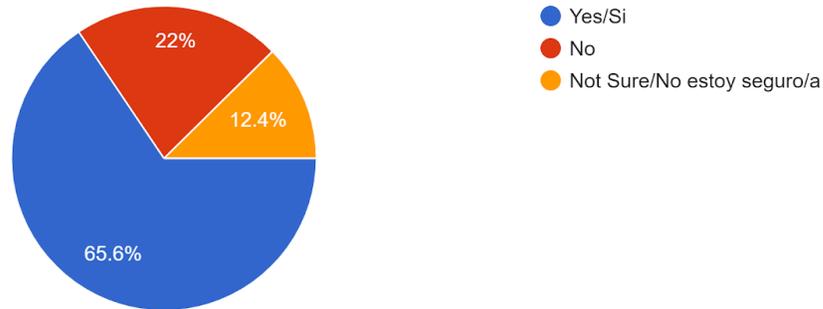




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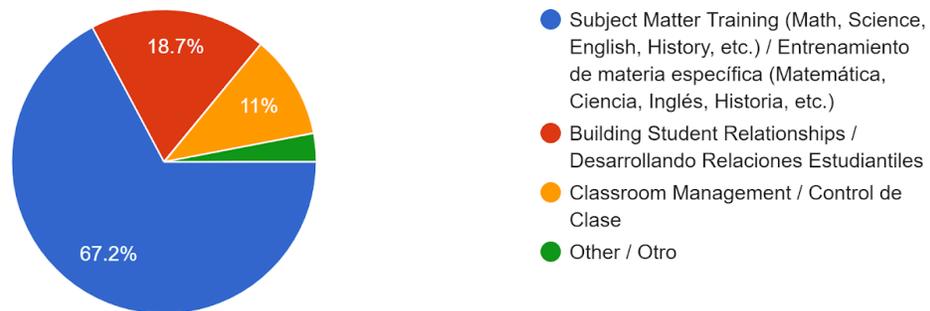
Has the school provided you adequate information regarding all of the different courses offered such as: Welding, Nursing, Culinary Arts, etc.? ¿Ha...omo: Soldadura, Enfermería, Artes Culinarias, etc.?

363 responses



What type of professional development do you feel is most important for teachers to receive? ¿Qué tipo de desarrollo profesional piensa que es más importante que los maestros reciban?

363 responses



If you chose Other for Professional Development, please specify. / Si seleccionó "Otro" para Desarrollo Profesional, favor de especificar. 19 responses

pienso que todo esta bien

all of the above plus self esteem

Classroom etiquette, fairness, equality, professionalism

lack real world experience

"Lead so others will follow."



and all others

Educacion fisica, ingles, mathematicas

no- everything well covered

I believe grades should be imputed in a timely matter. Not until grades are coming out. Parent Portal should be updated weekly.

Life Skills (i.e. cooking skills,home skills, budget:balance checkbook, basic tax knowledge, importance of credit score.

#4 Hard to get on campus, incl. tonight's mtg

Hand-on, on site lecture from career professionals like scientists, doctors, lawyers,authors, etc.

building student relationships

Calculus

Cultural sensitivity

para mi todo esta bien

#2-over crowded Library!

need more security/need metal detector

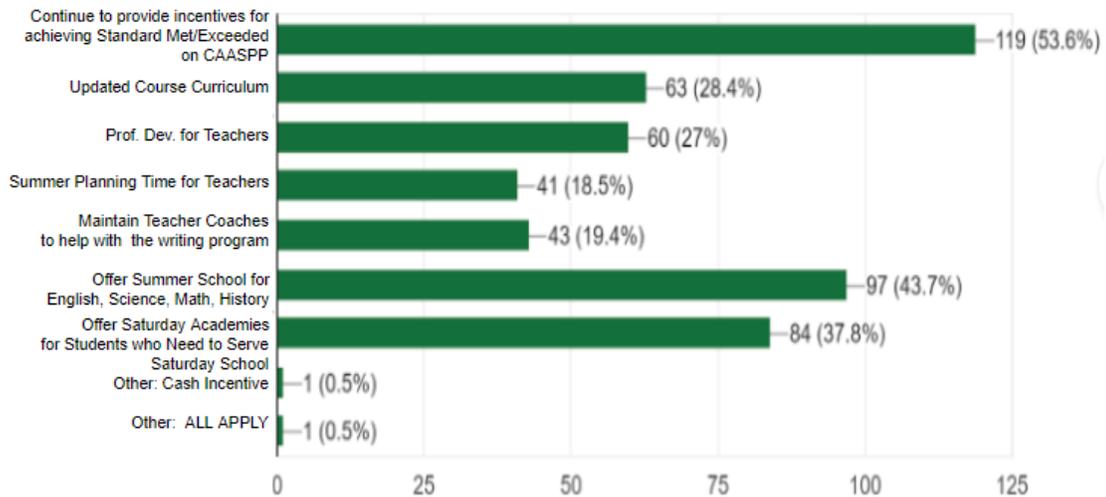
Medical



B- Results of Student Survey (May 2019)

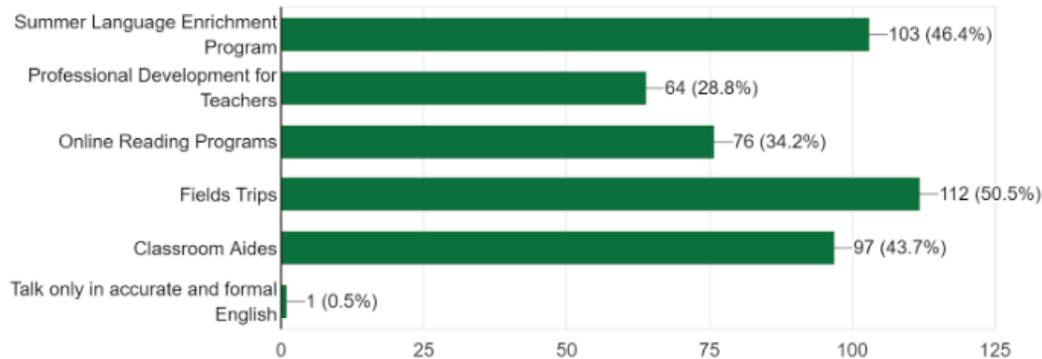
Goal 1: Assist Students in Increasing Achievement (CAASPP tests, English, Math, Science, History etc.)

222 responses



Goal 2 Assist English Learners in Becoming Proficient in English

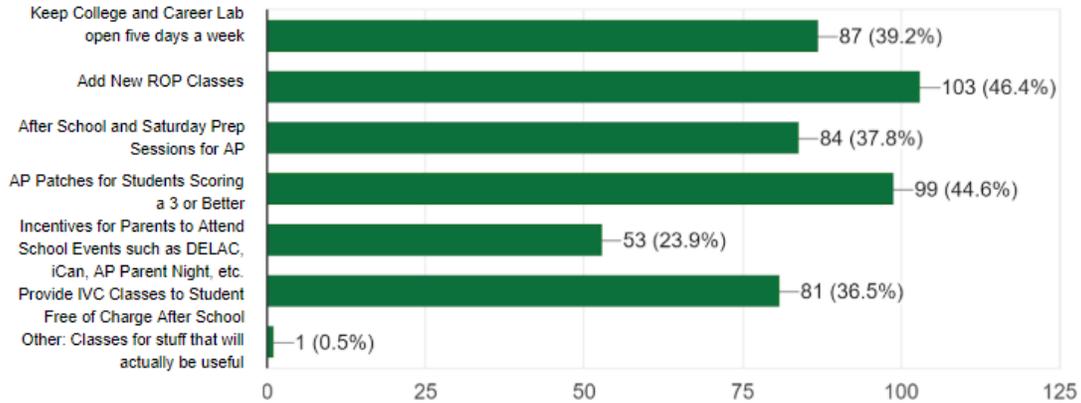
222 responses





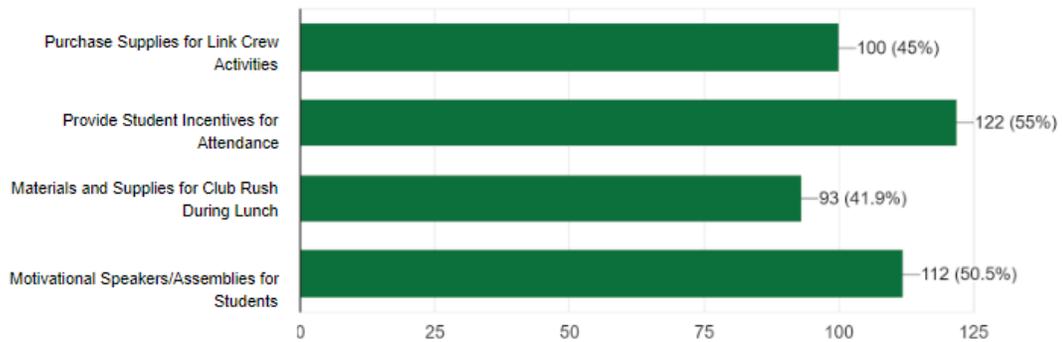
Goal 3 The District will Increase College and Career Readiness

222 responses



Goal 4 Create a School Climate That Encourages Attendance, Positive Behavior, Increased Academic Success and Parent Involvement

222 responses





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Please enter any other suggestions to support these goals here:

Working hard.

Working hard.

Tutoring during tutorial.

Training for teachers, supplies-equipment funding.

To help people with math.

The school should provide more options for spanish speaking students.

Teacher training/funding for new programs.

Stop caring so much about attendance and pay more attention to other issues, grades mental health.

Stay positive.

Saturday sessions, tutors, website/online help.

Saturday sessions, tutors, website help.

Please enter any suggestions to support these goals here:

More training for teachers to teach better.



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More school activities to make it fun for the students.

More presentations.

More presentations about behavior.

More honors classes.

More hands on activities.

More AP options.

More AP languages (other than Spanish).

More AP classes.

Make sure every student learns.

Like presentations.

Learn what people don't like and make it interesting for them.

It will help the students learn more.

It will encourage students to do good.

It will be fun.

I don't have anymore I love this school.

I believe we need to stop the incentive giving for the wrong kids, and we need to focus on giving the kids who have continued working hard all year long incentives yet all while focusing on making each student ready for life after high school.

Hard work.

Get rid of the zero tolerance policy, instead, give the kids gloves and let them box it out

Fundraising

Free food.

Better teachers.

Attorney, graphic design, and nursing.

Attendance policy: students shouldn't be punished if grades are proficient.

Ask kids what speaker/speech they want.

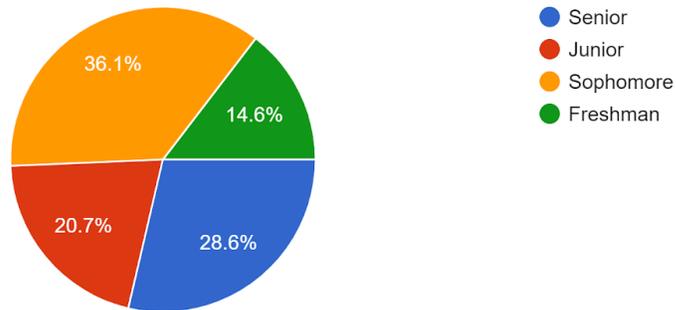
Add incentives.



C. Results of Student WASC Survey/ E: School Culture (February 2020)

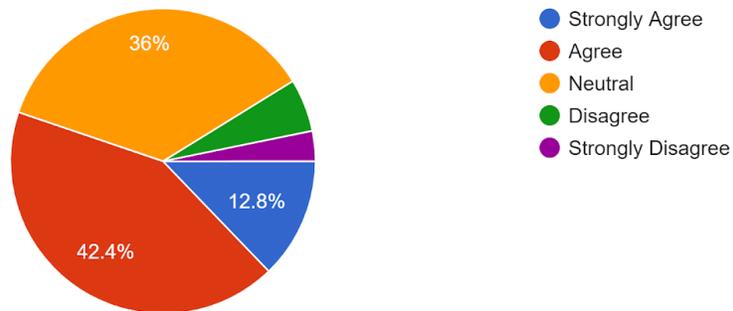
My current grade level is

377 responses



I can trust BUHS faculty (teachers, counselors)

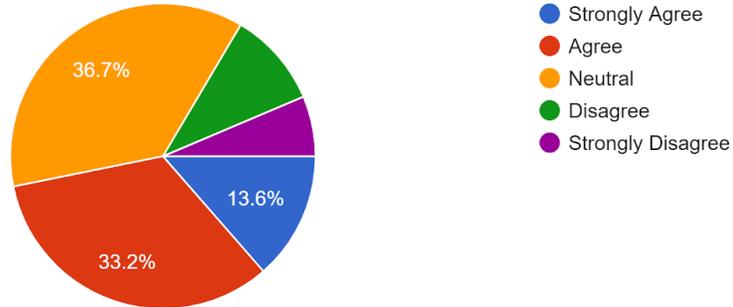
375 responses





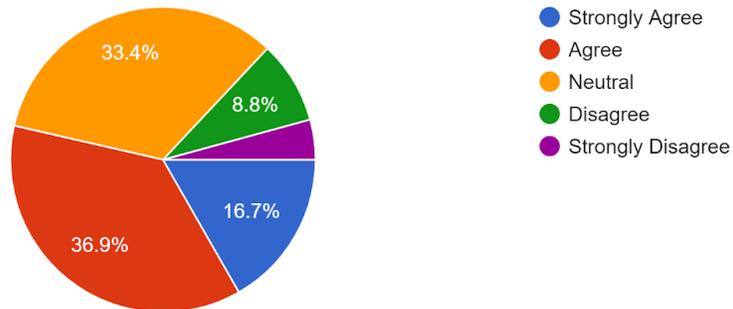
I can trust BUHS administrators (principals)

376 responses



I can trust BUHS support staff (security, maintenance, secretaries, etc)

377 responses

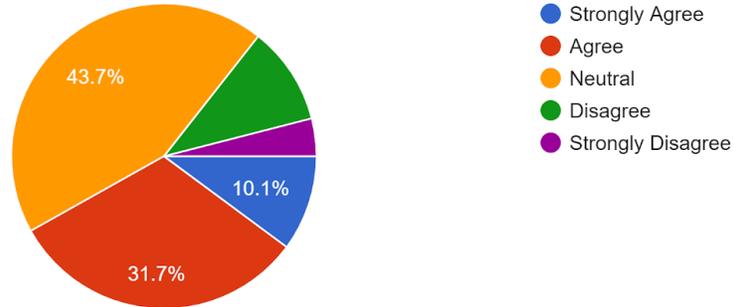




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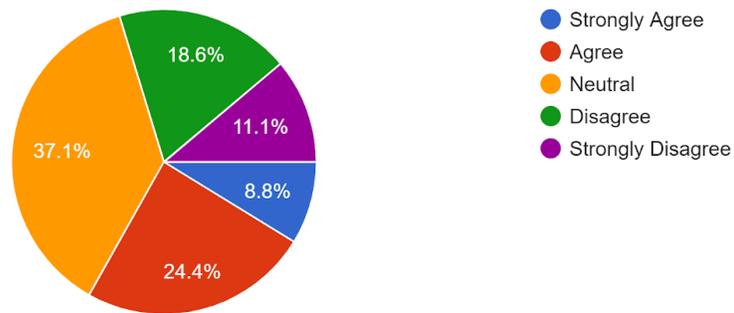
BUHS staff (faculty, administrators, support staff) trust each other

375 responses



BUHS has an atmosphere of where trust is valued and encouraged

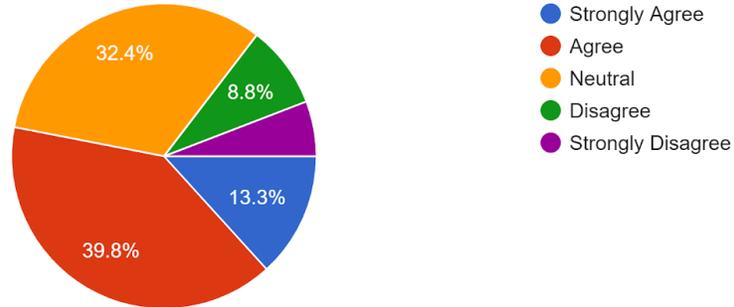
377 responses





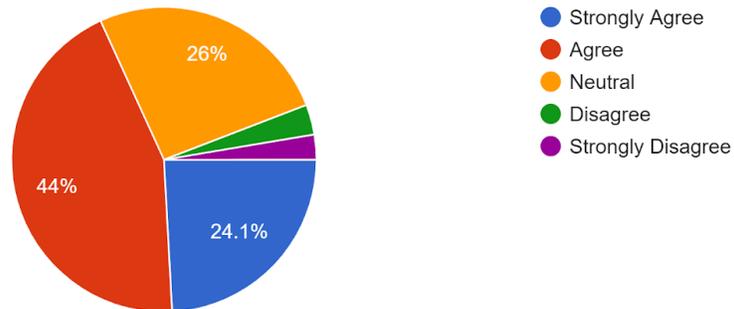
BUHS faculty (teachers, counselors) are respectful to students

377 responses



I feel respect for BUHS faculty (teachers, counselors)

377 responses

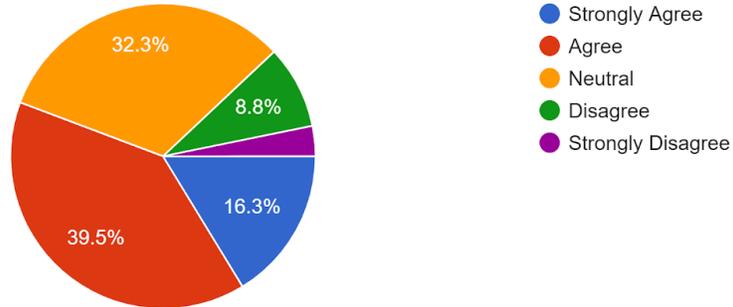




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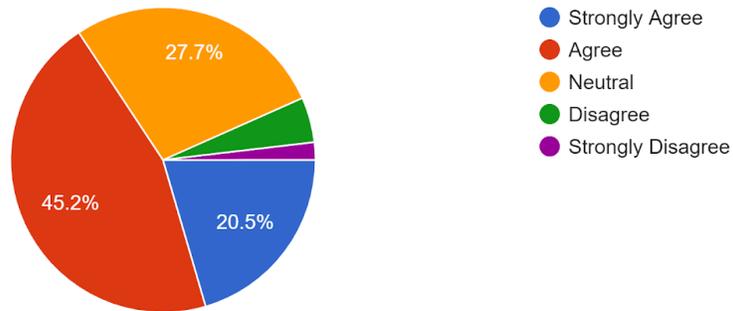
BUHS support staff (security, maintenance, secretaries, etc) are respectful to students

375 responses



I feel respect for BUHS support staff

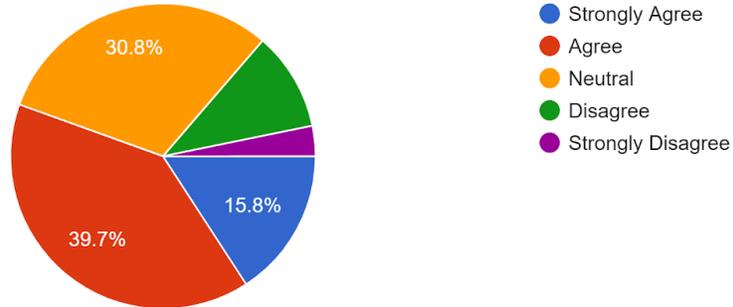
376 responses





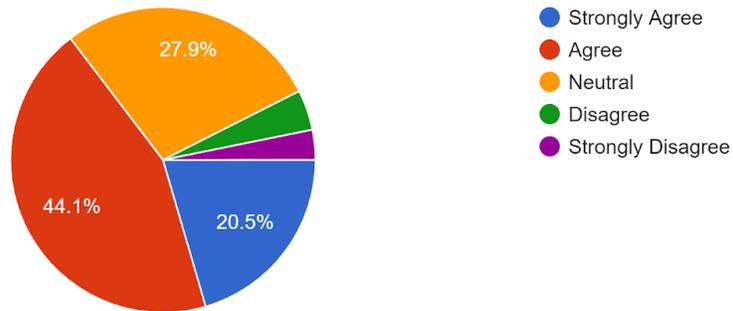
BUHS administrators are respectful to students

373 responses



I feel respect for BUHS administrators.

376 responses

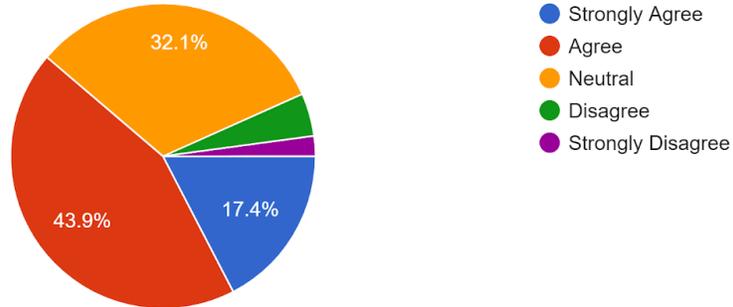




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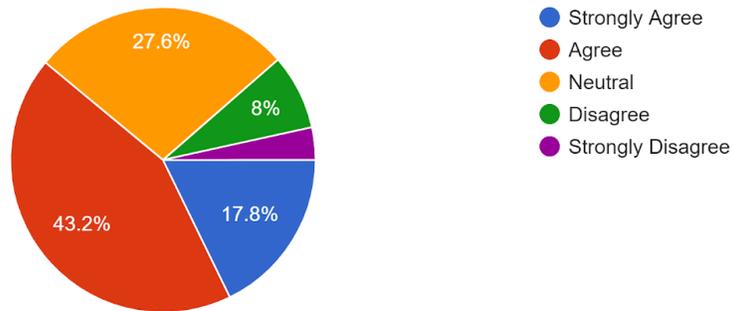
BUHS faculty, staff and administrators are respectful to each other.

374 responses



BUHS faculty (teachers, counselors) behave in a professional manner to students

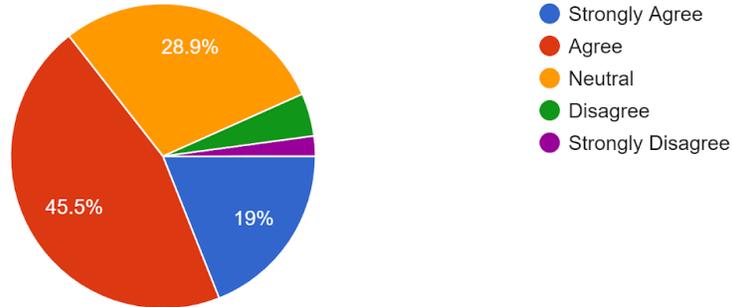
377 responses



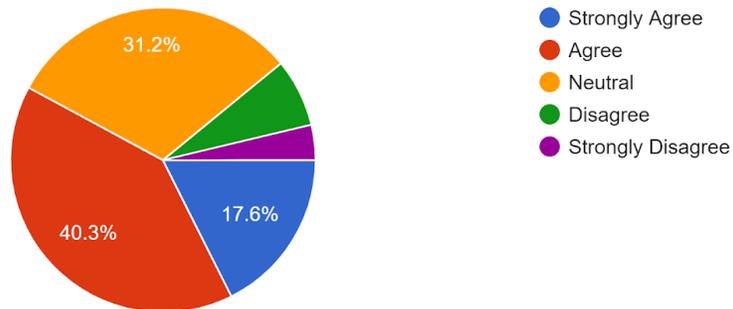


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BUHS faculty (teachers, counselors) behave in a professional manner to other faculty and staff
374 responses



BUHS support staff (security, maintenance, secretaries, etc) behave in a professional manner to students.
375 responses

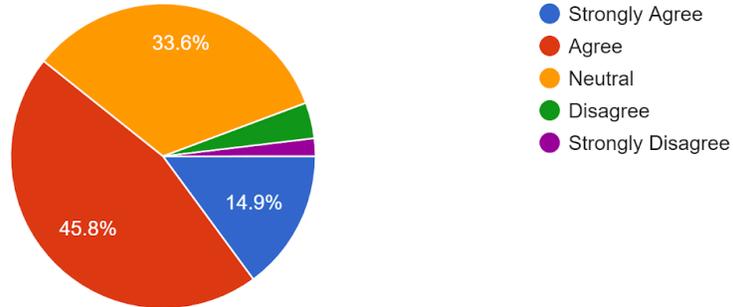




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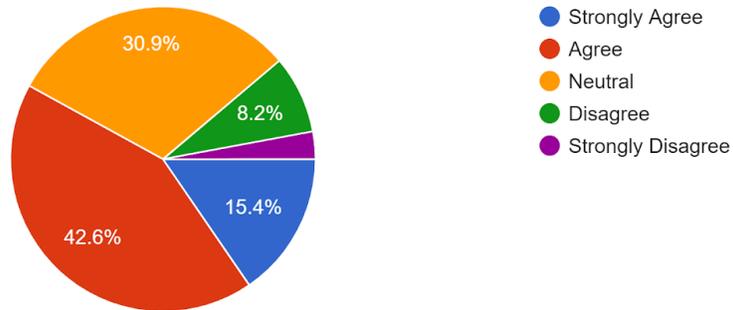
BUHS support staff behave in a professional manner to other faculty and staff.

369 responses



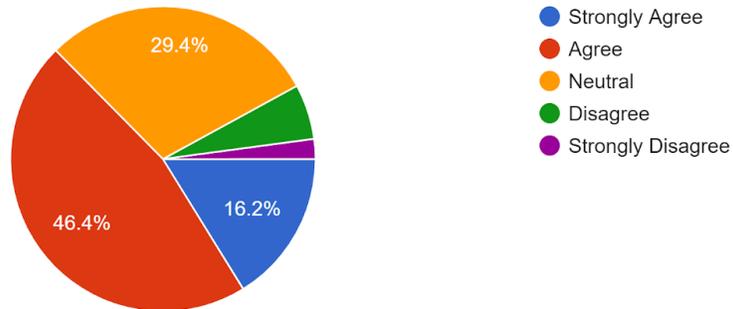
BUHS administrators behave professional manner to students

376 responses



BUHS administrators behave in a professional manner to staff

377 responses

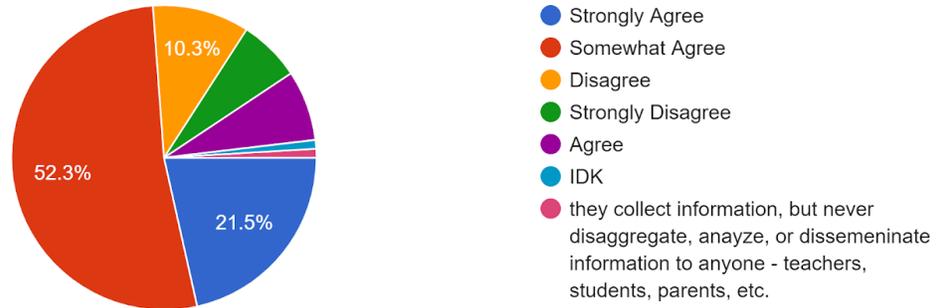




D. Results of Staff WASC Survey/ D: Assessment & Accountability (May 2019)

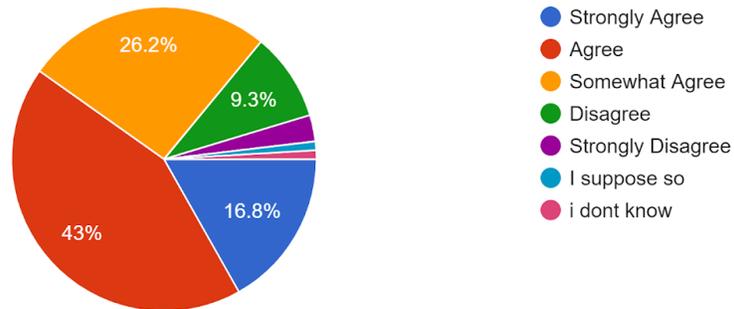
1. The school uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

107 responses



2. The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

107 responses

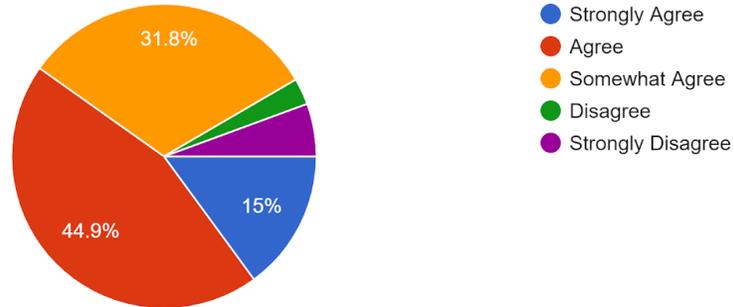




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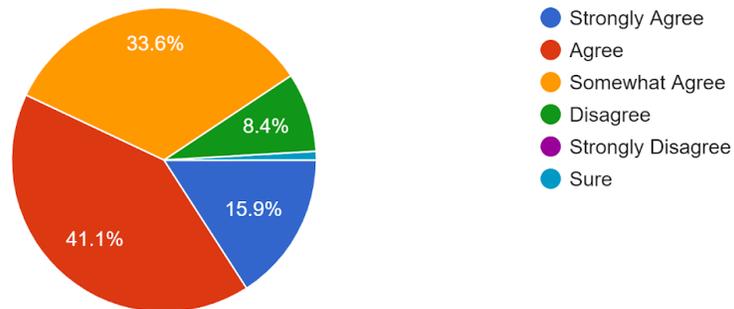
3. The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, ... students' grades are determined and monitored.

107 responses



4. The partnership with district leadership, the school leadership, and instructional staff periodically assess programs and expectations, incl... a challenging, coherent, and relevant curriculum.

107 responses





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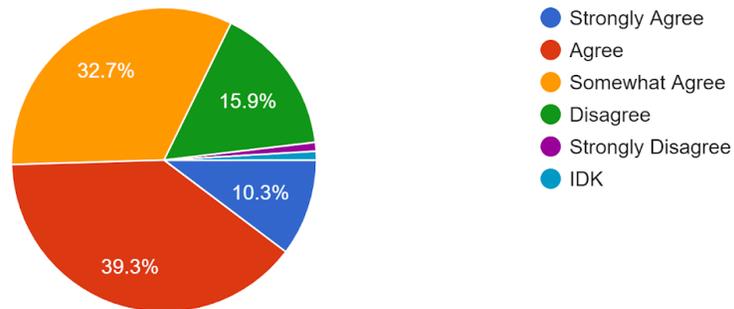
5. The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

107 responses



6. The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student and school performance data to all stakeholders.

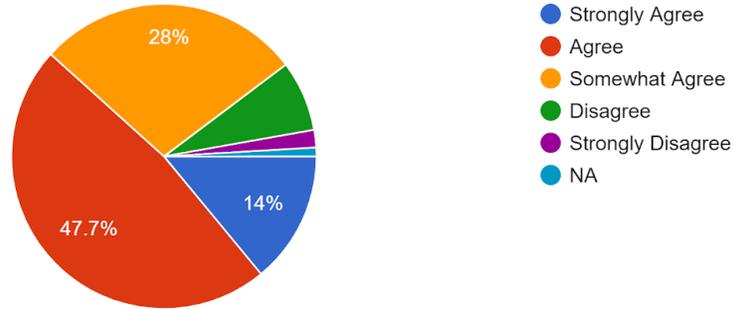
107 responses





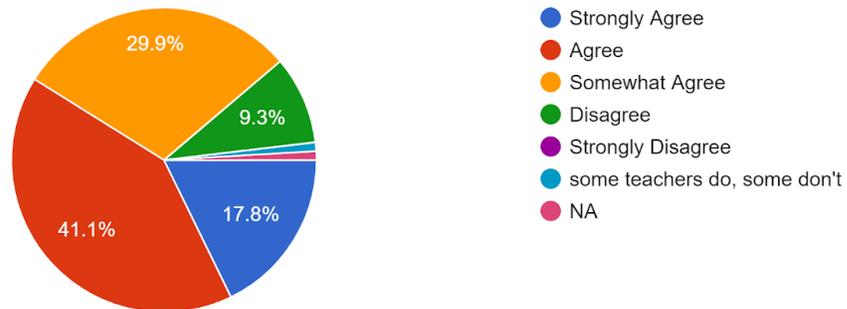
7. Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

107 responses



8. Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, colle...n preparing students for college, career, and life.

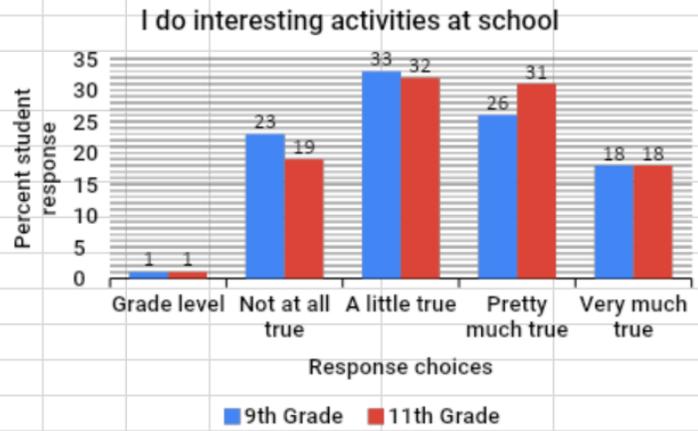
107 responses



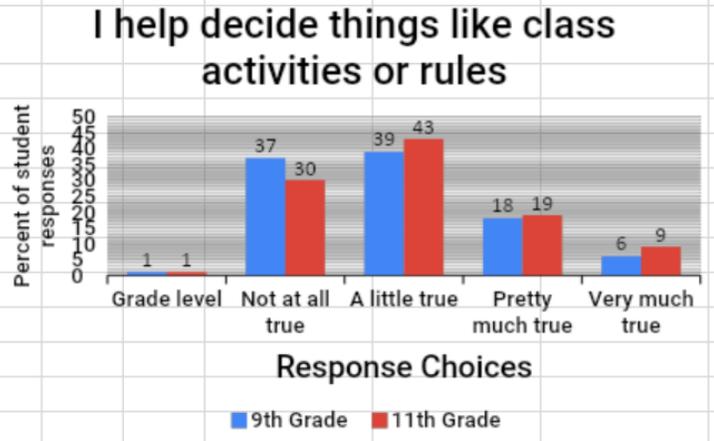


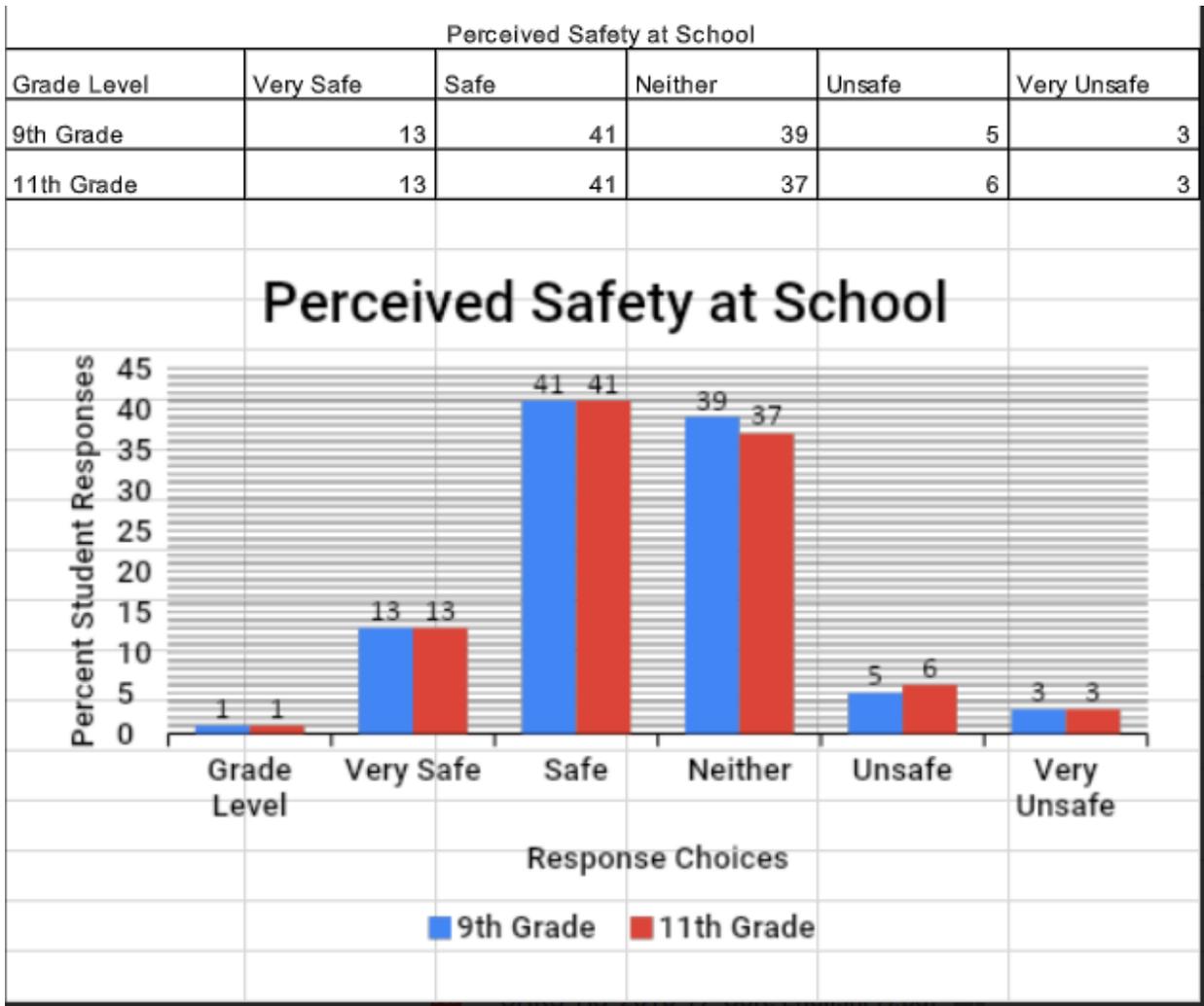
E: Results of Healthy Kids Survey (February 2019)

Meaningful Participation at School				
I do interesting activities				
Grade level	Not at all true	A little true	Pretty much true	Very much true
9th Grade	23	33	26	18
11th Grade	19	32	31	18



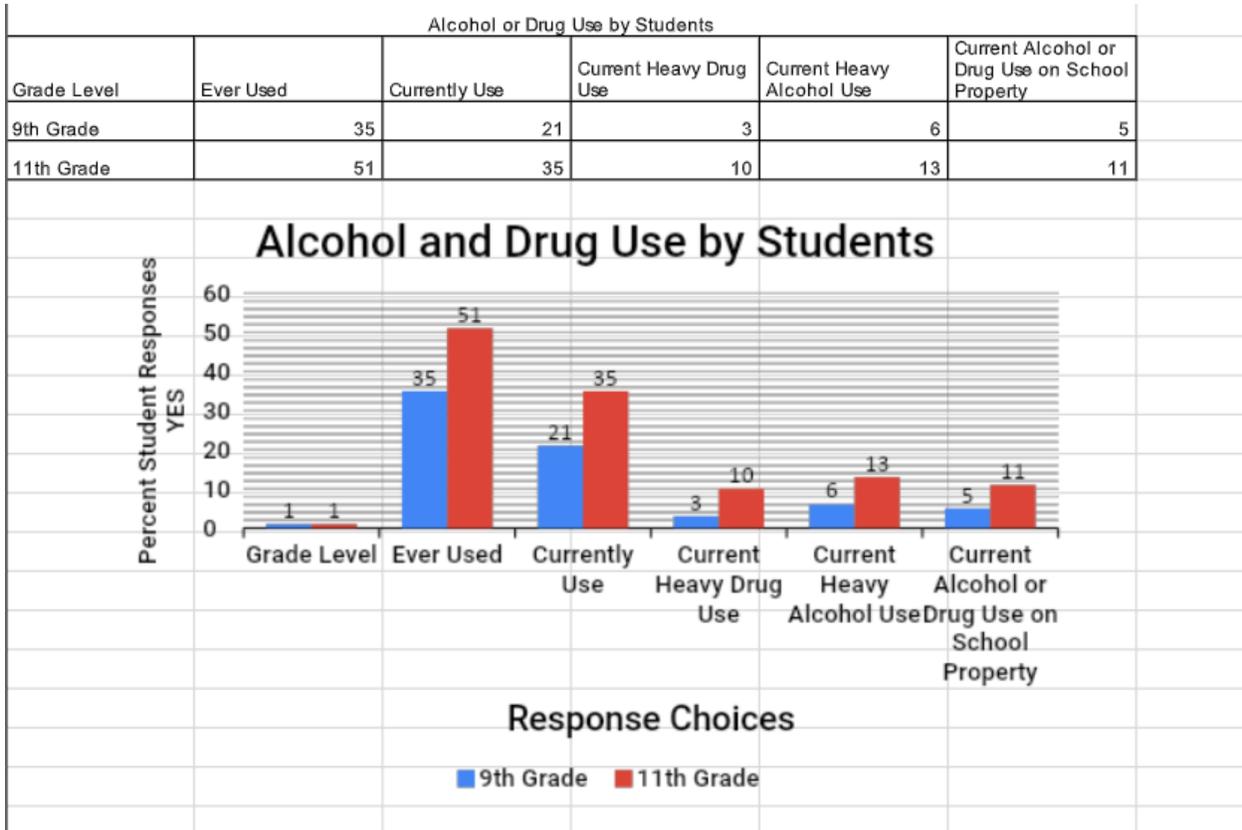
I help decide things like class activities or rules				
Grade level	Not at all true	A little true	Pretty much true	Very much true
9th Grade	37	39	18	6
11th Grade	30	43	19	9





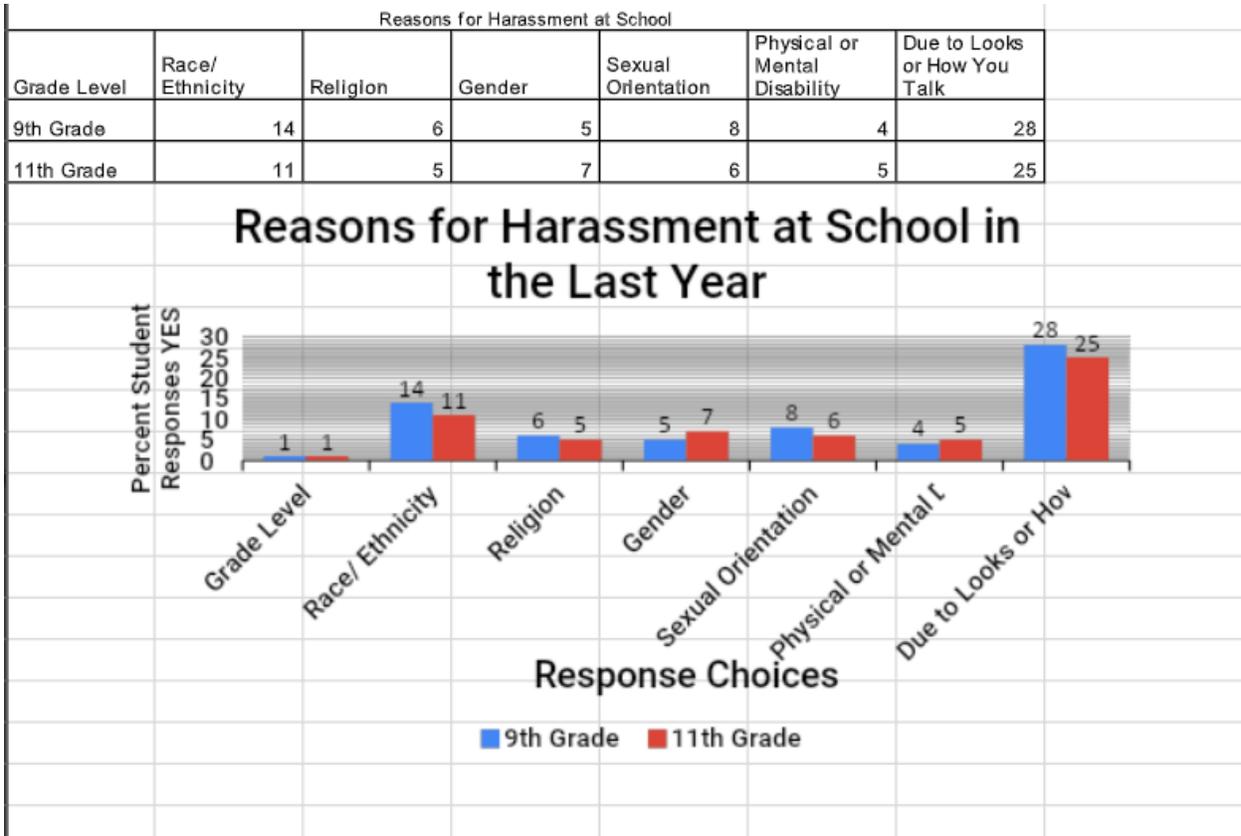


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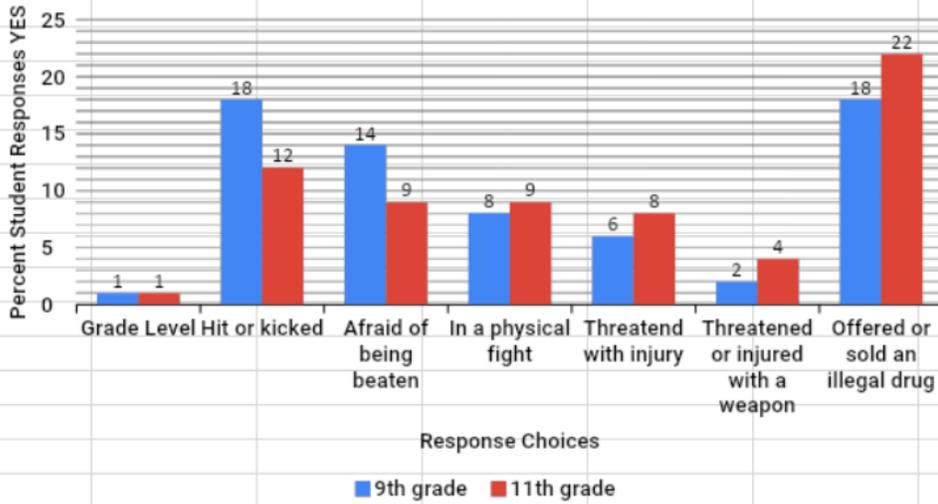


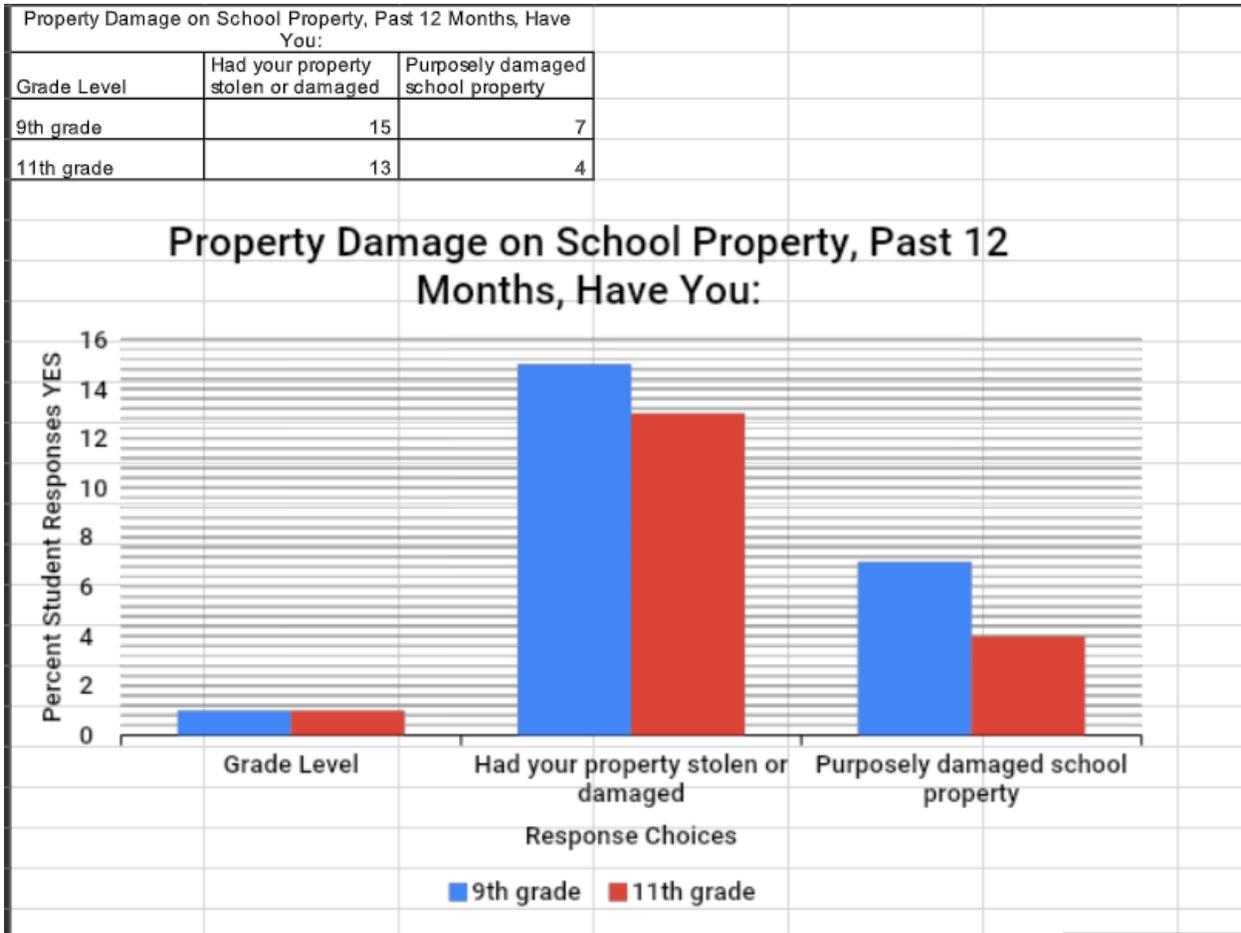
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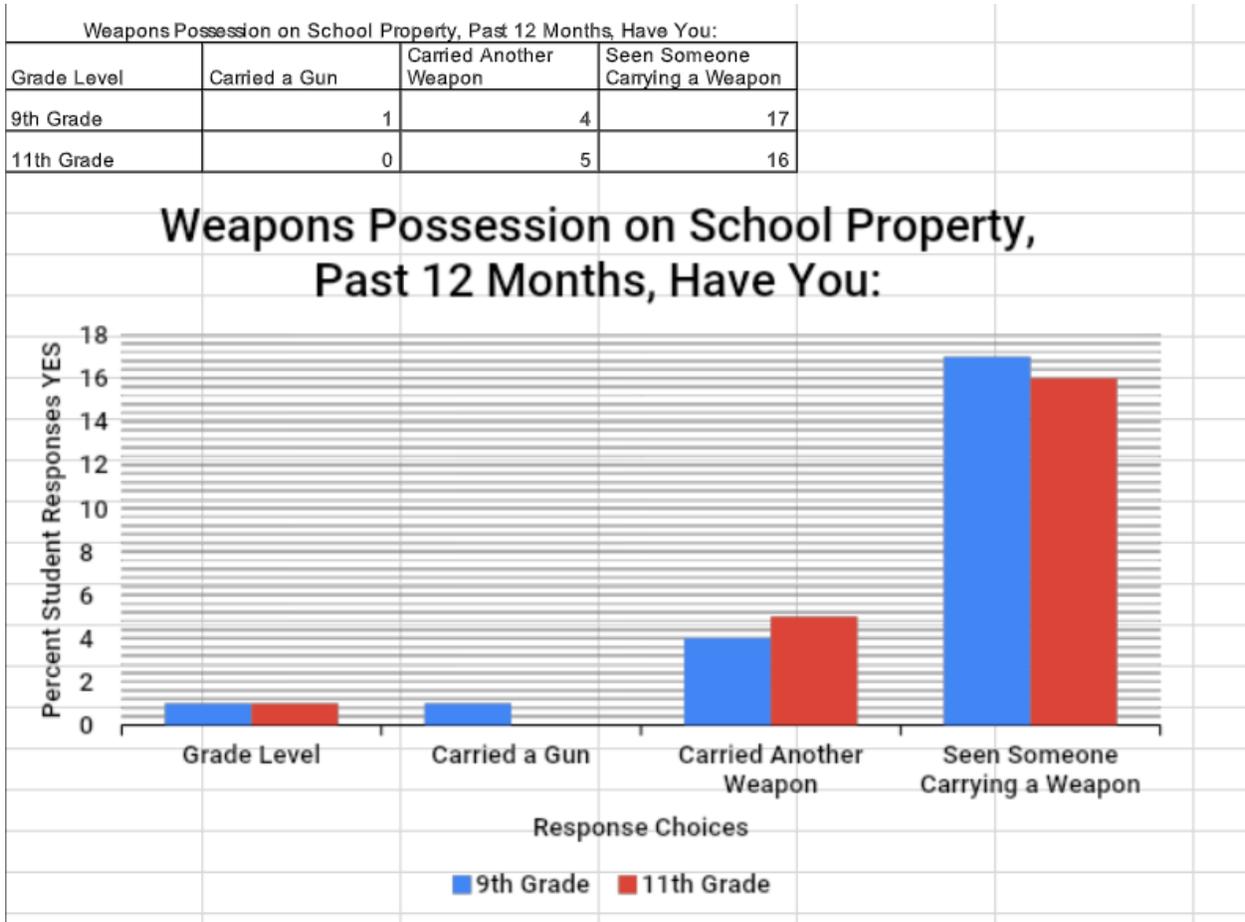
Victimization at School, Past 12 Months; Have you been:

Grade Level	Hit or kicked	Afraid of being beaten	In a physical fight	Threatend with Injury	Threatened or injured with a weapon	Offered or sold an illegal drug
9th grade	18	14	8	6	2	18
11th grade	12	9	9	8	4	22

Victimization at School, Past 12 Months, have you been:









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F: Results of Senior Exit Survey (June 2019)

Will you be going to college/university?	If no, for which reasons? (Mark all that apply)	Did you apply for financial aid?	If yes, what financial aid did you receive? (Mark all that apply)	What are your top three (3) colleges/universities that you have applied to?	Which college will you be attending after High School?	Student's High School	Student's First and Last name
Yes		Yes	I don't know	Imperial Valley College;	IVC	Brawley Union High School	Ariet Calderon
Yes		Yes	Federal Grant;	San Diego State University;	San Diego State University	Brawley Union High School	Erica Teran
Yes		Yes	Cal Grant;	Imperial Valley College;	Imperial Valley College	Brawley Union High School	Susana Torrez
Yes		Yes	Federal Grant;Scholarship;	Grand Canyon University;	Grand Canyon University	Brawley Union High School	Kathryn Sigala
Yes		Yes	Cal Grant;	CSU Long Beach;CSU San Marcos;San Diego State University;	Imperial Valley College	Brawley Union High School	Haylee Cervantes
Yes		In progress	I don't know;	UC Riverside;UC Santa Barbara;	UCSB	Brawley Union High School	Weslin Hale
Yes		Yes	None;	Cal Poly Pomona;UC San Diego;CSU Fullerton;	Cal Poly Pomona	Brawley Union High School	Nicolas Sandoval
No	Lack of money;Military;	No, I did not know about it	None;	Imperial Valley College;	N/A	Brawley Union High School	Arianna Alvarez
Yes		Yes	Federal Grant;	Imperial Valley College;	Imperial valley college	Brawley Union High School	Ivan Rodriguez
Yes		Yes	Federal Grant;Cal Grant;Loans;	UC Irvine ;UC San Diego;UC Santa Barbara;	UC Santa Barbara	Brawley Union High School	Ricarda Garcia
Yes		Yes	Scholarship;	Texas Christian University;	Texas Christian University	Brawley Union High School	Molly Wilson
Yes		In progress	I don't know;	Imperial Valley College;	Imperial Valley College	Brawley Union High School	Jaqueline Diaz
Yes		Yes	I don't know;	CSU Fullerton;CSU San Marcos;San Diego State University;	CSU San Marcos	Brawley Union High School	Kristian Garcia
Yes		No, ineligible		UC Irvine ;CSU Long Beach;San Diego State University	San Diego State University	Brawley Union High School	Danny Tomboc
Yes		Yes	Cal Grant;	CSU Chico;CSU San Bernardino;CSU San Marcos;	CSU Chico	Brawley Union High School	Edwin Pimental
Yes		Yes	Federal Grant;Cal Grant;	Imperial Valley College;	Imperial valley college	Brawley Union High School	Marissa Aleman
Yes		Yes	Cal Grant;	Imperial Valley College;	Imperial Valley College (Calexico Campus)	Brawley Union High School	Monica Millan
Yes		Yes	Federal Grant;Work Study;	Imperial Valley College;	Imperial Valley College	Brawley Union High School	Pablo Romero
Yes		Yes	Federal Grant;Cal Grant;Work Study;	Imperial Valley College;	Imperial Valley College	Brawley Union High School	Cecilia Puga
No	Military;	No, I do not need	None;	none;	none	Brawley Union High School	Cesar Pena
Yes		Yes	Federal Grant;	UC Riverside;	Imperial valley college	Brawley Union High School	Yahir Lizarraga
Yes		Yes	Federal Grant;Cal Grant;	San Jose State University;CSU Chico;	California Baptist University	Brawley Union High School	Aaron Carrillo
Yes		Yes	Federal Grant;	Odessa Texas College;Imperial Valley College;	Imperial Valley College	Brawley Union High School	Libeth Vargas
Yes		Yes	Federal Grant;Cal Grant;Scholarship;	CSU San Bernardino;CSU San Marcos;San Diego State University;San Francisco State University;Imperial Valley College;	San Diego State University (VUP)	Brawley Union High School	Imperia Fonseca
Yes		In progress	I don't know;	UC San Diego;San Diego State University ;Imperial Valley College;	Imperial Valley College	Brawley Union High School	Alison Ortiz
Yes		Yes	Scholarship;	UC Los Angeles ;San Diego State University ;Imperial Valley College;	Imperial Valley College	Brawley Union High School	Francisco Figueroa
Yes		Yes	Loans;Scholarship;	UC San Diego ;Imperial Valley College;	IVC	Brawley Union High School	Danna Lopez Ruiz
Yes		Yes	Federal Grant;Loans;	Imperial Valley College;	Imperial Valley College	Brawley Union High School	Luis Figueroa

Yes		Yes	Federal Grant;	CSU San Marcos;San Diego State University ;Imperial Valley College;	SDSU	Brawley Union High School	Vanesa Cortes	
No		In progress		Imperial Valley College;	IVC	Brawley Union High School	Guillermo Campista	760 6236225
No	Military;	Yes	Loans;	Imperial Valley College;Mesa Community College; Miramar Community College;	N/A	Brawley Union High School	Candice Grintis	
Yes		No, ineligible		Utah Valley University;San Diego State University ; University of San Diego;	Utah Valley University	Brawley Union High School	Elyse Landy	760 623 5700
Yes		Yes	Cal Grant;	UC Davis;UC Riverside;UC San Diego;	Imperial Valley College	Brawley Union High School	Ethain Perez	760-623-5505
Yes		Yes	None;	Azusa Pacific University;CSU San Bernardino;CSU San Marcos;	Cal State University San Marcos	Brawley Union High School	Erinly Godsey	
Yes		Yes	I don't know;	trade school;	IVC maybe	Brawley Union High School	Jakob Navarro	
Yes		In progress		none;	Imperial Valley College	Brawley Union High School	Andrea Gonzalez	
Yes		In progress	I don't know;	UC Los Angeles ;UC San Diego;San Diego State University ;Imperial Valley College;Mesa Community College;	IVC	Brawley Union High School	Gerardo Villareal	
Yes		In progress	I don't know;	Mesa Community College;Palmier Community College;Southwestern Community College;	southwestern community college	Brawley Union High School	Ixi tanori	7609098847
Yes		Yes	Loans;	San Diego State University ;	San Diego State University	Brawley Union High School	Tannia Elizarraraz	7609707834
Yes		Yes	I don't know;	Imperial Valley College;	IVC	Brawley Union High School	Erick Vargas	
Yes		Yes	Federal Grant;Cal Grant;	Imperial Valley College;	Imperial Valley College	Brawley Union High School	Diana Zuniga	
Yes		Yes	Scholarship;	UC San Diego;San Diego State University ;University of San Diego;	Imperial Valley College	Brawley Union High School	Isabelle Sanchez	760-556-7087
Yes	none;	In progress		Imperial Valley College;	Imperial Valley College	Brawley Union High School	Sabri Castillas	
Yes		Yes	Cal Grant;	UC Los Angeles ;UC San Diego;CSU Chico;	IVC	Brawley Union High School	Carlos Cinereros	
No	Lack of money;	No, I did not know about it	None;I don't know;	Imperial Valley College;	Imperial Valley College	Brawley Union High School	Jonathan Davalos	
Yes		Yes	Federal Grant;Cal Grant;	UC Riverside;San Diego State University ;Imperial Valley College;	IVC	Brawley Union High School	Elijah Medina	
Yes		Yes	Federal Grant;Cal Grant;	CSU Long Beach;CSU San Marcos;Imperial Valley College;	Imperial Valley College	Brawley Union High School	Jaared Lizola	760-483-4459
No	Military;	Yes	Cal Grant;	northern arizona university;Imperial Valley College;	military	Brawley Union High School	Kimberly Hernandez	
Yes		In progress		montana state university;	montana state university	Brawley Union High School	lydia jackson	7606697115
No		Yes	I don't know;	N/A;	Imperial Valley College	Brawley Union High School	Alejandro Arevalo	442-236-8998
No		No, I do not need		unknown;	unknown	Brawley Union High School	libbeth espinoza	
No	Lack of money;Work;	Yes	None;	Imperial Valley College;	Imperial Valley College	Brawley Union High School	Jose Luis Villages	
Yes		In progress	None;	UC;	Imperial Technical Institute	Brawley Union High School	Anthony Noriega	7603534607
Yes		Yes	I don't know;	San Diego State University ;Imperial Valley College;	Imperial Valley College	Brawley Union High School	Michelle Gonzalez	
Yes		Yes	I don't know;	San Diego City College;	CNEI	Brawley Union High School	Joselyne Martin Del Campo	
No	Work;	No, I do not need	None;	Imperial Valley College;	Imperial Valley College	Brawley Union High School	Alexa Sandoval	
Yes		Yes	I don't know;	Imperial Valley College;	Imperial Valley College	Brawley Union High School	Daniel Palacios	(760)219-4816
No	I plan on taking a gap year before I head off to a college or university. I want to focus on myself.	haven't applied to it yet.		None of the school here provided aren't what I consider going to;	Most likely go to IVC and then transfer.	Brawley Union High School	Jonathan Rodriguez	760-552-3440



- BRAWLEY UNION HIGH SCHOOL - WASC Focus on Learning 2020 Self-Study Report

es		Yes	I don't know;	Pima College;Imperial Valley College;University of San Diego;	Imperial Valley College	Brawley Union High School	Audrey Suarez	
es		Yes	Federal Grant;Cal Grant;	CSU Chico;San Diego State University ;Imperial Valley College;	Imperial valley college	Brawley Union High School	Josie Sanchez	4422718521
es		Yes	I don't know;	CSU Fullerton;CSU Long Beach;CSU San Bernardino; CSU San Marcos;	Imperial Valley College	Brawley Union High School	Jonathan Aguirre	7605501473
es		Yes	Federal Grant;	Imperial Valley College;	Imperial Valley College	Brawley Union High School	Gracia Chavez	
es		Yes	I don't know;	UC Riverside;UC Santa Barbara;Imperial Valley College;	Imperial valley college	Brawley Union High School	Ramiro Jimenez	7609097141
es	Military;	In progress		None;	IVA	Brawley Union High School	Andre Verduge	17605501900
es		Yes	Federal Grant;	Imperial Valley College;	IVC	Brawley Union High School	Elisabeth Morales	1760982-8695
es		Yes	I don't know;	St Charles Community College;	St Charles community college	Brawley Union High School	Danye Cerrillo	1760134-0634
es		In progress		Imperial Valley College;	Imperial Valley College	Brawley Union High School	Valerie Moreno	17601675-7697
es		In progress		San Diego Continuing Education ;	San Diego Continuing Education	Brawley Union High School	David Hernandez	6199301372
es		Yes	Cal Grant;I don't know;	CSU Chico;CSU Long Beach;CSU San Bernardino;San Diego State University ;	San Diego state university	Brawley Union High School	Erick Martinez	4422301107
es		Yes	I don't know;	Imperial Valley College;Mesa Community College; University of San Diego;	Imperial valley college	Brawley Union High School	Christian Pedraza	760-423-3676
es		Yes	Cal Grant;	San Diego State University ;Imperial Valley College;	IVC	Brawley Union High School	Angel Salas	1760925-2375
es		Yes	I don't know;	Imperial Valley College;	IVC	Brawley Union High School	Daniel Velazquez	760-587-3255
es		Yes	Cal Grant;	CSU Chico;San Diego State University ;Imperial Valley College;	Imperial Valley College	Brawley Union High School	Vanesa Juarez	1442-456-8439
es		Yes	I don't know;	CSU San Marcos;San Diego State University ;Imperial Valley College;	Imperial valley college	Brawley Union High School	Julien Hiraies	
es		No, I do not need		UC Berkeley ;UC San Diego;UC San Francisco ;	IVC	Brawley Union High School	Amy Vana	7605505806
es		Yes	Cal Grant;	Grand Canyon university ;Imperial Valley College;	Imperial valley college	Brawley Union High School	Alyssa Miranda	7602219239
es	Low GPA;	No, I did not know about it	None;	None;	none	Brawley Union High School	MARIANO TORRES	14422974161
es	Work;	No, I don't know	I don't know;	Imperial Valley College;	Imperial Valley College	Brawley Union High School	Natalie Huhe	1760154-0091
es		Yes	Cal Grant;	Imperial Valley College;	Imperial valley college	Brawley Union High School	Ariana De la Cruz	7606288177
es		Yes	Federal Grant;	Imperial Valley College;Mesa Community College; Palomar Community College;	IVC	Brawley Union High School	Angelica De La Cruz	441-257-5939
es		In progress		College Of The Desert;UC San Diego;San Diego State University ;	College of the Desert	Brawley Union High School	Aylin Pineda	
es	Military;	No, I do not need	None;	None;	None	Brawley Union High School	Blaze	7605500181
es	Lack of money;	No, I did not know about it	I don't know;	None;	None	Brawley Union High School	Isaac Arner /habful	08
es	Military;	No, I do not need	None;	Military;	Military	Brawley Union High School	Isaac Rodriguez	
es		No, I did not know about it		None;	Imperial Valley College	Brawley Union High School	Dulce Cortez	1760850-3822
es	Lack of money;	Yes	Scholarship;	Imperial Valley College;	IVC	Brawley Union High School	Samantha Kissel	1760289536
es		Yes	None;	CSU Fullerton;	CSU Fullerton	Brawley Union High School	Dacia Varela	760-412-0170
es		Yes	I don't know;	UC Davis;UC Irvine ;UC Los Angeles ;	UC Davis	Brawley Union High School	Jonathan Angulo	7605565802
es		Yes	Loans;	Cal Poly SLO;	Cal Poly SLO	Brawley Union High School	Athen Gill	7609804697
es		Yes	Scholarship;	California Baptist University;	California Baptist University	Brawley Union High School	Daniel Archer	
es		Yes	Cal Grant;	CSU Chico;CSU Fullerton;San Diego State University ; CSU Fullerton;CSU Los Angeles ;San Diego State	Chico State	Brawley Union High School	Alfredo Avirado	760-442-3774

es		Yes	Cal Grant;	CSU Fullerton;CSU Los Angeles ;San Diego State University ;	CSU Fullerton	Brawley Union High School	Kristian U. Garcia	7606758210
es		In progress		University of Redlands;	University of Redlands	Brawley Union High School	Cecilia Gemile	442331-9328
es		In progress	Scholarship;	ASU, TTU, UofA;	Arizona State University	Brawley Union High School	Broc Dickerson	
es		Yes	Cal Grant;	CSU San Bernardino;CSU San Marcos;Imperial Valley College;	IVC	Brawley Union High School	Kaylee Lopez	1760879-2346
es		Yes	Loans;	New Mexico State University, Oklahoma State University, Texas Tech University;	New Mexico State University	Brawley Union High School	Tyler Peraza	760-550-3888
es		Yes	I don't know;	Oklahoma State University;	TBD	Brawley Union High School	Jayden Smith	1760150-1730
es		Yes	Cal Grant;Scholarship;Work Study;	Old Dominion;CSU Long Beach;San Diego State University ;	Old Dominion University	Brawley Union High School	Nyah Smallwood	7572147963
es		Yes	Loans;Scholarship;	Northern Arizona University;	Northern Arizona University	Brawley Union High School	Jessica Acosta	7606232992
es		Yes	Loans;	CSU Fullerton;San Diego State University ;Imperial Valley College;	IVC and San Diego State- IV	Brawley Union High School	Jennah Rodriguez	7606133293
es		No, ineligible		None;	Imperial Valley College	Brawley Union High School	Mikayla Whitman	7605508488
es		No, ineligible		UC San Diego;UC Santa Barbara;San Diego State University ;Mesa Community College;	La Mesa Community College	Brawley Union High School	Agnie Garcia	7601355687
es		Yes	Federal Grant;Cal Grant;I don't know;	UC Irvine ;CSU Fullerton;San Diego State University ; CSU Channel Islands ;CSU Northridge ;CSU San Marcos;	CSU Fullerton	Brawley Union High School	Jose Coronado	17601-847-4092
es		In progress	I don't know;	UC Irvine ;CSU Fullerton;CSU San Marcos;	CSU Channel Islands	Brawley Union High School	George Nova	760-791-5754
es		Yes	Loans;	UC Irvine ;CSU Fullerton;CSU San Marcos;	CSU Fullerton	Brawley Union High School	Aaron Rubalcava	1760879-3130
es		Yes	None;	UC Berkeley ;UC Los Angeles ;CSU Fullerton;	Saint Mary's College	Brawley Union High School	David Avias	7609757378
es		Yes	Federal Grant;Cal Grant;Loans;	CSU Northridge ;University of San Diego;	CSU Northridge	Brawley Union High School	Brianna Escalona	4422025151
es		Yes	Federal Grant;Cal Grant;Scholarship; Work Study;	Cal Poly San Luis Obispo;UC Davis;CSU Chico;	Cal Poly San Luis Obispo	Brawley Union High School	Dylan Carpio	7604120923
es		No, ineligible	None;	CSU Fullerton;San Diego State University ;Imperial Valley College;	undecided	Brawley Union High School	Sydney Floyd	5598361668
es		Yes	I don't know;	CSU Fullerton;CSU Long Beach;San Diego State University ;	IVC	Brawley Union High School	Nicole Angulo	760-498-7674
es		Yes	Federal Grant;Cal Grant;Loans;	Sacramento State University ;CSU Northridge ;San Francisco State University ;	Sacramento State University	Brawley Union High School	Yasenia Amavaca	760-693-7967
es		Yes	None;	CSU Chico;CSU Fullerton;Mesa Community College;	San Diego Mesa Community College	Brawley Union High School	Gabriela Vicuna	7605400460
es		Yes	Federal Grant;Cal Grant;Loans;	UC Riverside;UC San Diego;UC Santa Barbara;	UCSD	Brawley Union High School	Kassandra Nunez	17601960-9873
es		Yes	Scholarship;Work Study;	CSU Fullerton;CSU San Marcos;Imperial Valley College;	CSU San Marcos	Brawley Union High School	Jennifer Gastelum	1760886-2347
es		Yes	Federal Grant;	UC San Diego;CSU Fullerton;San Diego State University ;	CSU Fullerton	Brawley Union High School	Glaudia Coronado	1760658-4737
es		Yes	None;	CSU Fullerton;CSU Northridge ;	No idea	Brawley Union High School	Brandon Castro	no idea
es		No, ineligible	None;	Imperial Valley College;	Imperial Valley College	Brawley Union High School	Tristan Salazar	7605508467
es		In progress		Imperial Valley College;	Imperial Valley College	Brawley Union High School	Jeremiah Morales	17601234-7858
es		Yes	I don't know;	UMC;Imperial Valley College;	UMC	Brawley Union High School	Alejandro Valdez	17601351-0587
es		Yes	I don't know;	Imperial Valley College;	Imperial Valley College	Brawley Union High School	Miriam Paredes	4424568616
es		Yes	Federal Grant;Cal Grant;	Grand Canyon University ;Imperial Valley College;	Imperial Valley College	Brawley Union High School	Sarah Garcia	1760970-1849



- BRAWLEY UNION HIGH SCHOOL - WASC Focus on Learning 2020 Self-Study Report

Yes		Yes	Cal Grant;	University of Arizona;Imperial Valley College;	Imperial valley college	Brawley Union High School	Sarah Hernandez	(442)456-1843
Yes		In progress		Imperial Valley College;	Imperial Valley College	Brawley Union High School	Sienna Cortes	7607907472
Yes		Yes	I don't know;	Imperial Valley College;	Imperial Valley College	Brawley Union High School	José Rodriguez	760-496-0749
Yes	Lack of money;	Yes	None;	CSU Fullerton;San Diego State University ;	IVC or Redwood College	Brawley Union High School	Adrian Bendantillo	
Yes		In progress	Cal Grant;	UC Los Angeles ;UC San Diego;Imperial Valley College;	Imperial Valley College	Brawley Union High School	Sergio Valenzuela	
Yes		Yes	Loans;Scholarship;Work Study;	UC Davis;UC Merced;University of San Diego;	UC Davis	Brawley Union High School	Sophia Marquez	(760) 675 - 7255
Yes		Yes	Cal Grant;Scholarship;	Ohio College of Art and Design;San Diego State University ;Imperial Valley College;	Ohio College of Art and Design	Brawley Union High School	Blanca Baldeirama	7606573537
Yes		Yes	I don't know;	Imperial Valley College;	IVC	Brawley Union High School	Danny Lopez	
Yes		Yes	I don't know;	San Diego State University ;Imperial Valley College;	Imperial Valley College	Brawley Union High School	Kanaan Baker	(760) 356 - 0344
Yes		Yes	Scholarship;	UC Riverside;UC Santa Barbara;	Undecided;UC Santa Barbara	Brawley Union High School	Randy Caldwell	(760)550-4360
Yes		No, I did not know about it		Imperial Valley College;	Imperial Valley College	Brawley Union High School	Israel Ruiz	(760)879-6298
Yes		In progress	I don't know;	UC Riverside;UC Santa Barbara;CSU Fullerton;	UC Riverside	Brawley Union High School	Ayala Perez	7605505176
Yes		In progress	I don't know;	Imperial Valley College;	Imperial Valley College	Brawley Union High School	Karin Garcia	(760)8122786
Yes	Work;	No, I do not need	Scholarship;Work Study;I don't know;	Imperial Valley College;	IVC Imperial valley college	Brawley Union High School	Lesly Ortega	412318884
Yes		Yes	I don't know;	Imperial Valley College;	IVC	Brawley Union High School	Anissa Añles	760-871630
No	The job I want does not require college ;Work;	No, I do not need		None;	None	Brawley Union High School	Andrea Canchola	760-234-3117
Yes	Lack of money;	No, I did not know about it		Imperial Valley College;	IVC	Brawley Union High School	Isidoro Ortiz	
No	Military;	No, I did not know about it		None;	None	Brawley Union High School	Isiah Belinacourt	
Yes		Yes	I don't know;	UC San Diego;Imperial Valley College;San Diego City College;	Imperial Valley College	Brawley Union High School	Edwin Herrera	760 516 1554
No	Work;	No, I do not need		none;	my home	Brawley Union High School	Jesus Uriarte	442-270-2763
No	Work;	No, I do not need		nothing;	nothing	Brawley Union High School	José Torres	442-271-3687
No		In progress	None;	none;	IVC	Brawley Union High School	Jeremy Cortes	
Yes		Yes	Federal Grant;Cal Grant;	UC Berkeley;UC San Diego;UC Santa Barbara;	UC Berkeley	Brawley Union High School	Marisela Zamora	(760)2349900
Yes		No		Imperial Valley College;	Imperial Valley College	Brawley Union High School	Elisa Ayala	760-996-9992
No	Military;	No, I did not know about it		none;	none	Brawley Union High School	Cesar Leon	442-456-4232
Yes		Yes	I don't know;	Imperial Valley College;	Imperial Valley College	Brawley Union High School	Jonathan Lizarraga	760 909-9976
Yes		No, ineligible	Scholarship;	UC Santa Barbara;UC Santa Cruz;San Diego State University ;	San Diego State University	Brawley Union High School	John West	(760)351-0980
Yes		Yes	Federal Grant;Cal Grant;	CSU San Bernardino;CSU San Marcos;San Diego State University ;	San Diego State University	Brawley Union High School	Zabdi Velazquez	7606739522
Yes		Yes	Cal Grant;	UC Riverside;CSU San Francisco State University ;	UC Riverside	Brawley Union High School	Abel Reyes	760 587-0608
Yes		Yes	I don't know;	UC San Jose ; UC Sacramento, Cal Poly SLO;	Folsom Lake College	Brawley Union High School	Chris Domingo	1760) 550-5390
Yes		haven't got the chance too		Imperial Valley College;San Diego City College;	Imperial Valley High School	Brawley Union High School	Josiah Castillo	14422831412
Yes		In progress		Imperial Valley College;	Imperial Valley College	Brawley Union High School	Maura Valle	
No	URI for welding;	In progress	I don't know;	none;	none	Brawley Union High School	Angel Araya	7605507874
No	Military;	In progress		IVC;	none	Brawley Union High School	Daniel Carr	
Yes		In progress	Federal Grant;Cal Grant;	Imperial Valley College;	IVC	Brawley Union High School	niresha schue	
res		Yes	Cal Grant;I don't know;	johnsarah utan university;san francisco state university;Imperial Valley College;	Imperial Valley College	Brawley Union High School	Meritza Castro	760-623-2524
res		Yes	Federal Grant;	UC San Diego;UC San Francisco ;San Diego State University ;	IVC	Brawley Union High School	Rito	(760)87-9636
res		Yes	Federal Grant;Cal Grant;	UC Merced;San Diego State University ;Imperial Valley College;	Imperial Valley College	Brawley Union High School	Dina Otague	(760)997-2310
res		In progress	I don't know;	Imperial Valley College;	Imperial Valley College	Brawley Union High School	Mitchel Martinez	1760)9866587
res		Yes	I don't know;	Imperial Valley College;	undecided	Brawley Union High School	Lily Salas	760-460-1990
no	Military;	No, I do not need		None;	None	Brawley Union High School	Jasmine Guerrero	442-283-3928
no	Military;	No, I do not need		None;	None	Brawley Union High School	Iason Rahiots	
no	Military;	No, I do not need		not going;	Not going	Brawley Union High School	Jaime Jimenez	4424660735
no		Yes	I don't know;	Imperial Valley College;	Imperial valley college	Brawley Union High School	Jonathan Duran	7605504275
no	tech school;	Yes	Federal Grant;Cal Grant;	Imperial Valley College;	IVC (Imperial Valley College)	Brawley Union High School	Angelina Soto	1760)960-4701
no		Yes	I don't know;	1879569;Imperial Valley College;	1879569	Brawley Union High School	Edwin Ramos	
res		Yes	Cal Grant;	San Diego State University ;Imperial Valley College;	Imperial Valley Communist; College	Brawley Union High School	Rebeca Parra	7602299370
res		In progress		Imperial Valley College;	Imperial Valley College	Brawley Union High School	Jesus Zepeda	7605438493
res		In progress	Federal Grant;	none;	IVC	Brawley Union High School	Yadira Tomas	(206)353-9635
res		Yes	Cal Grant;	CSU San Marcos;San Diego State University ;Imperial Valley College;	Imperial Valley College	Brawley Union High School	Bethany Fuentes	
no	Army/Military;	In progress	I don't know;	CSU Fullerton;Imperial Valley College;	unknown	Brawley Union High School	Ivan Jauregui	760-925-7010
no		Yes	Federal Grant;	Southwestern Community College;	College of the Desert	Brawley Union High School	Deonte Bell	442-456-8468
res		In progress	Scholarship;	UC San Diego;Grossmont Community College;San Diego City College;	Imperial Valley College	Brawley Union High School	Julisa Noriega	(442) 236-9155
res		Yes	Federal Grant;	Imperial Valley College;	Imperial Valley College	Brawley Union High School	Sofia Yasequi	(760) 970-0204
res		No, ineligible		college of the redwoods;Imperial Valley College;	I don't know	Brawley Union High School	Jesus Reynosa	7604255773
res		Yes	I don't know;	GCLUC Riverside;UC San Diego;Imperial Valley College;	Imperial valley college for 2 years then transfer	Brawley Union High School	Brian Chavez	(760) 675-2854
res	Military;	Yes	Federal Grant;	UC San Diego;Imperial Valley College;University of San Diego;	Imperial Valley College	Brawley Union High School	John Ruiz	(442)270-9940
res		In progress	Scholarship;I don't know;	Imperial Valley College;	IVC	Brawley Union High School	Brayan Gonzalez	7605506106
res		Yes	Federal Grant;	Chabola University ;Imperial Valley College;	Imperial Valley College or Southwestern College	Brawley Union High School	Melissa Zavala	(760)460-1568
no	Work;	no going to college		b;	b	Brawley Union High School	adam howley	7605545388
no		Yes	Federal Grant;Scholarship;Work Study;	CSU Channel Islands ;Imperial Valley College;	CSU Channel Islands	Brawley Union High School	Cleo Bennett	(760)351-1081
no	Work;	Yes	I don't know;	none ;Alliant International University;	none	Brawley Union High School	Eric Velasco	760 909 5268
no		In progress		Imperial Valley College;	Imperial Valley College	Brawley Union High School	Diego Valenzuela	(442)236-0105
res		Yes	Federal Grant;Cal Grant;Scholarship;	University of La Verne & University of Redlands;UC Santa Barbara;	University of Redlands or UCSB	Brawley Union High School	Richard Awla	(760)550-1711
res		Yes	Scholarship;Work Study;	UC San Diego;	uc san diego	Brawley Union High School	jose omelia	4422788340
								760-691-8935



- BRAWLEY UNION HIGH SCHOOL - WASC Focus on Learning 2020 Self-Study Report

No	Lack of money;	No, I did not know about it	None;	none;	none	Brawley Union High School	Raul medrano	760-896-7259
Yes		In progress	I don't know;	Imperial Valley College;	IVC	Brawley Union High School	Yonajiro Rodriguez	
Yes		No, Ineligible	None;	CSU San Marcos San Diego State University;Imperial Valley College;	Imperial Valley College	Brawley Union High School	Joseph Mars	4421836050
No		No, I do not need		I don't apply;	none	Brawley Union High School	Victoria Garcia	760-540-5961
No	Travel;	No, I do not need		Grossmont Community College;Imperial Valley College;Mesa Community College;	undecided	Brawley Union High School	Rubin Burquez	760-950-6061
Yes		No, I do not need		UC Riverside;UC Santa Barbara;	Not sure	Brawley Union High School	Brenda Brummett	
Yes	family;	Yes	Cal Grant;Scholarship;Work Study;	Imperial Valley College;	Imperial Valley College	Brawley Union High School	Ashley Ruiz	(760)925-7623
Yes		In progress		Grossmont Community College;Mesa Community College;Southwestern Community College;	Southwestern Community College	Brawley Union High School	Eryia Alcalá	1(760)222-7661
Yes		Yes	Federal Grant;	Pikes Peak Community College;	Pikes Peak Community College	Brawley Union High School	Andrea Douza	808 455 98 07
No	Military;	In progress	I don't know;	Imperial Valley College;	Military	Brawley Union High School	Edgardo	(442)236-0821
Yes		Yes	Federal Grant;	San Diego Job Corps ;Imperial Valley College;	San Diego Job Corps	Brawley Union High School	Fernando Arizaga	(760)547-0312
Yes		I didn't get anything for applying	Loans;Scholarship;Work Study;	Oklahoma State University;	Oklahoma State University	Brawley Union High School	Wyatt Hensley	7605401291
Yes		no I didn't apply;	None;	Imperial Valley College;	IVC	Brawley Union High School	Edith Madrigal	



G: Border Link Project

BorderLink

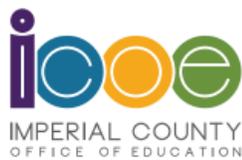
**Connectivity Beyond the Classroom:
Connecting Students... Anytime, Anywhere.**



Imagine the possibilities if all students were using digital resources and advancing their education well-beyond school hours. Imagine if teachers were able to assign projects that require rich investigation and online research without worry of students who may be disadvantaged due to their lack of internet connectivity at home. Imagine backpacks without textbooks, replaced with devices that provide students anytime, anywhere access to interactive and adaptive curriculum.

Technology is revolutionizing teaching and learning, but nationwide, more than 5 million households with school-age children are not equipped with high-speed internet service at home, according to the Pew Research Center. The problem is even more acute in rural communities, where it is often not cost-effective for major carriers to build out the infrastructure needed for high-speed internet access.

Two decades ago, the Imperial County Office of Education (ICOE) was instrumental in establishing a state-of-the-industry fiber optic communications network in Imperial County.



Today, thanks to these efforts, Imperial County teachers and students enjoy the educational benefits of having reliable, high-speed internet access at school.

While educators and students are able to make the most of high-quality online tools and resources at school, students face new inequities at home. As schools turn to digital learning, teachers increasingly assign homework requiring Internet access at home. The "Homework Gap" refers to the difficulties some socioeconomically disadvantaged students face when working on school assignments without a reliable Internet connection at home. With no Internet connection at home, some of our students lack the tools they need to succeed academically. This disparity in access creates an uneven playing field for students who are unable to do online research, collaborate on group projects, or submit online assignments from home.

Fortunately, this important equity issue will soon be solved in our county. The goal of ensuring that every student is connected to the Internet, regardless if at school, home, or elsewhere in the community, is about to become a reality in Imperial County.





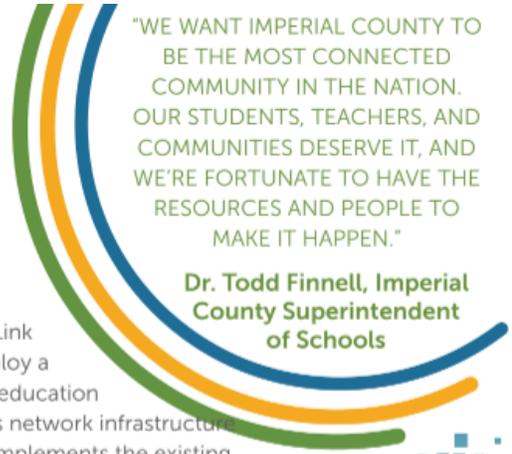
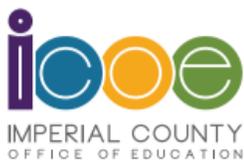
BorderLink

Recognizing the need to bridge the Homework Gap to allow students to reach their full academic potential, the Imperial County Office of Education has launched an infrastructure initiative that will help ensure equal access to internet services throughout our county.

To get started, ICOE has teamed up with local school districts to bring wireless internet connectivity to students in ten of our local communities: Brawley, Calexico, Calipatria, El Centro, Heber, Holtville, Imperial, Niland, Seeley and Westmorland. The countywide build-out of this private wireless network will blanket our communities and serve more than 35,000 students countywide.

The BorderLink pilot relies on Long Term Evolution (LTE) technology, the same wireless technology that connects mobile phones and devices from all of the major carriers. LTE enables connectivity to mobile devices such as laptops, tablets and smartphones. It allows our smartphones to be connected to the internet anytime, anywhere, at high-speeds and with the same protections and policies that

schools maintain for students at school. It can also connect smart meters, vehicles, traffic signaling, video surveillance, and many other devices that will change how our municipal and county government envisions its services in the community.



"WE WANT IMPERIAL COUNTY TO BE THE MOST CONNECTED COMMUNITY IN THE NATION. OUR STUDENTS, TEACHERS, AND COMMUNITIES DESERVE IT, AND WE'RE FORTUNATE TO HAVE THE RESOURCES AND PEOPLE TO MAKE IT HAPPEN."

Dr. Todd Finnell, Imperial County Superintendent of Schools

BorderLink will deploy a private education wireless network infrastructure that complements the existing fiber-optic infrastructure throughout Imperial County that connects our schools and public agencies to each other and the internet. Students, teachers, and others will be provided devices to ensure this high-speed connectivity is with them as they leave school grounds. Whether at home or elsewhere in the community, students will no longer worry about having the access they need to further their education, engage with other students or teachers, or access their digital curriculum or other resources.

BorderLink is Imperial County's response to the increasing needs of our schools and students as we work to prepare our students for college and the workforce. We expect to close the homework gap and much more, as we focus on improving the quality of life in our community and make Imperial County an ideal place to live, learn, and work.

For more information about this incredible opportunity for our community, contact:
Imperial County Office of Education
Phone: (760) 312-6440
Web: borderlink.org





Brawley Union High School District Chromebook Student Take Home Program

Having a Chromebook is a privilege. It is a tool that will help students with classwork and homework and teach skills that are necessary in most jobs today. It is important to treat Chromebooks with respect and care. The BUHSD Technology Student Responsible Use Agreement is in effect at all times.

Take Home Program

The Brawley Union High School District is launching its Project Borderlink initiative in conjunction with the Imperial County Office of education. Selected BUHS sophomores will participate in an initial pilot program that will avail outside of school access to technology and internet access through our Borderlink partnership. Students will be responsible for linking their College Board account with the Khan Academy in order to utilize results from the PSAT to develop individually tailored academic plans for each student. Each student will be responsible for completing a minimum of 5 hours of work per month on their Khan Academy account. This Chromebook will be checked out through the Aeries Program. Students are responsible to care for the Chromebooks carefully so they may use them at home and at school. Chromebooks will be collected at the end of the school year. All students returning to the same school in the following school year will receive the same Chromebook they had the year before, so it is in the student's interest to keep their Chromebook well cared for.

Protecting your Chromebook

- Do not place any stickers on your Chromebook. Do not write on them or scratch them, either.
- Do not remove or change the school tags or identification on the Chromebooks.
- Do not hold your Chromebook by the screen.
- Always close the Chromebook lid before walking with it -- remember, it takes just 8 seconds to start up.
- Keep food and drink away from your Chromebook at all times.
- Treat your Chromebook with care -- do not leave it lying around or make it so it can be easily stolen or damaged.
- Do not place heavy objects on top of your Chromebook. This includes while it is in your backpack.
- Do not drop or throw your Chromebook, ever! The case will not protect against hard falls.
- Keep your Chromebook in its protective case at all times, even when charging the device.
- Keep your Chromebook away from extreme heat and cold.
- Do not leave your Chromebook in the car where it can be seen by thieves.

Cleaning your Chromebook

- Do not use any chemicals or other liquids to clean your Chromebook -- this includes antibacterial sanitizers or any products with bleach or ammonia. Unscented wipes may be used for wiping keyboards, but not screens.
- Use a microfiber cloth to wipe down the screen. Never pour water on the screen or keyboard.

Powering your Chromebook

- Chromebooks are required to be fully charged when you bring them to school. Charge them at night at home so they are ready for the next day.



Protecting your Account

- When leaving your Chromebook, close the lid so that no one can access your personal documents or accounts.
- Do not share the Chromebook assigned to you with anyone unless your teacher asks you to do so. In that case, be sure to sign out before you hand your Chromebook to another student!
- Do not share passwords with anyone! If someone else logs-in to your account, you will be the one in trouble if they do something wrong. Report stolen passwords immediately to your site tech or teacher.

Chromebook Costs/ Damage, Replacement

- Parents/students will be responsible for Chromebooks intentionally damaged or defaced.
- **Chromebook intentionally lost or destroyed - \$250 fine.**
- **Mi-fi device intentionally lost or destroyed - \$100 fine.**
- **All other loss, damage or repair - \$40 fine.**
- **All damages and/or loss must be reported immediately to the BUHS Site Tech.**
- **Stolen or lost Chromebooks will be locked and unusable to thieves.**
- All stolen Chromebooks must be reported to the police. A copy of the report must be submitted to the Site Tech or the School Administrator.
- All costs related to repair or replacement of devices will be tracked on the student's school account. Students with outstanding accounts may not be allowed to participate in some school events, including graduation ceremonies.

Other important reminders

- Chromebooks issued to students belong to the Brawley Union High School District. Students leaving their school **MUST** turn in their Chromebook to the Site Tech. Parents will be charged for Chromebooks not returned.
- Anything students do on the Internet (on any device) is visible to someone -- your teacher, the Internet Service Provider, the District, others who can access the device, etc. Do not assume privacy.
- Chromebooks at school are filtered for content on the Internet. Parents must monitor their child's use of the Chromebooks at home while accessing the Internet.
- Pictures, music, etc., on your Chromebook should be appropriate for school -- just like the pictures inside your locker or on your binder or music that might be played in a classroom at school.
- If you see something inappropriate on your Chromebook, close the screen and contact your teacher/parent.



Brawley Union High School District



Student/Parent Chromebook Agreement Signature Page

Student Information:

Last Name _____ First Name _____ MI _____
Grade _____ Student ID Number _____
School _____

Parent Information:

Last Name _____ First Name _____

Student Agreement for Chromebook Use:

I, _____
(print student's first/last name) agree to the following:

- I have read the BUHSD Student Use of Technology Policy. I will follow all of these policies at all times.
- I understand that I am permitted to use the Chromebook and internet for educational purposes related to school assigned topics and I will exercise responsible behavior when doing so.
- The Chromebook will come with a protective case. I agree to keep this protective case on the Chromebook at all times.
- I also will not remove any of the stickers put on by BUHSD.
- I understand I am responsible for any damage, vandalism, loss or theft of the Chromebook, power adapter, cord and accessories whether due to accident, neglect or intent.
- I will immediately notify the technology staff in case of damage, theft, vandalism and/or loss of device.
- I agree to return this District Chromebook when requested or when I withdraw from the Brawley Union High School District.
- I understand that not returning the Chromebook at these times will result in the Chromebook being locked and a replacement fee (currently \$250) will be entered into my Aeries fees account.
- I understand I must clear the Chromebook loss and/or damage fees, if any, before participating in graduation.

Student Signature: _____

Date: _____

Parent/Guardian Agreement:

I, _____
(print parent's first/last name) agree to the following:

- I have read the BUHSD Student Use of Technology Policy. I will hold my child accountable to these policies and regulations.
- I assume financial responsibility for any damage, vandalism, loss or theft of the Chromebook, power adapter, cord and accessories whether due to accident, neglect or intent. Further, I understand if my child accidentally or purposefully damages or breaks another student's Chromebook, power adapter, cord or protective case, I am financially responsible for all expenses related to repairs or replacement.
- I understand that the Chromebooks are BUHSD owned devices and all content stored on the Chromebook is subject to review at any time.
- I accept these responsibilities when my student uses a BUHSD Chromebook at any time.
- I understand that if my student fails to return the Chromebook when/as directed, I will pay the replacement cost of the Chromebook, power adapter, cord and protective cover (currently \$250) provided by the Brawley Union High School District. Failure to do so may result in a criminal and/or civil court prosecution.

Parent/Guardian Signature: _____

Date: _____



H: Coffee Cat

COFFEE CAT 

2019 - 2020

SEPTEMBER 13	OCTOBER 4	NOVEMBER 1
<p>Staying Connected: Learn how to use your Aeries Parent Portal and how to access BUHS apps</p>	<p>Family Resource Center/The Village: Learn about The Village and all the services the FRC provides to BUHS students</p>	<p>School Safety Protocol: Review the safety protocol with our school resource officer</p>
DECEMBER 6	JANUARY 10	FEBRUARY 14
<p>Road to Graduation: Graduation requirements, SU/UC requirements, and how to be College & Career Ready!</p>	<p>Healthy Habits: Discuss and learn about nutrition services that students receive at BUHS</p>	<p>Social Media Safety: Learn about social media trends, current state laws, and how to keep your children safe</p>
MARCH 6	APRIL 3	MAY 1
<p>Parent Input: Voice your opinions, thoughts, or concerns on any topic!</p>	<p>Campus Tour: Visit most important locations and CTE courses on campus</p>	<p>Getting Involved: Get information about clubs, sports, deadlines, and requirements</p>

Join us for coffee and snacks with Mr. Sanchez, BUHS Principal, to discuss different school/community topics. 

Join us for coffee and snacks with Mr. Sanchez, BUHS Principal, to discuss different school/community topics.

BUHS College & Career Center Room 52
8:30-9:30 am

For any questions, please contact Celeste at (760)351-6845 or crodriguez@ivrop.







I: Positive Behavior Interventions and Supports (PBIS)

Positive Behavior Interventions and Supports

Implementation Team:

Est. 12.12.19

Leader- Jesse Sanchez, Gracie Tomboc, and Dina Self

Facilitators- Martha Ocegueda, Adrian Sanchez

Recorder- Jonine Trevino, Irene Grijalva

Data Profiler- Beth Carson, Lizbeth Pirrie, Diana Renteria

Time Keeper- Sherrie Newell

Team Members- Raymond Lopez, Israel Rico, Frank Cervantes, Jose Luis

Barrera, Albert Padilla, Veronica Vega, Jeff Wise

Team Charter 12.12.19

[BUHS team-charter.docx](#)

Action Committees

[Action Committees](#)

PBIS Introduction Video: <https://www.youtube.com/watch?v=URR7A33ArTY>

PBIS TIER ONE

1) ALL STUDENTS-SCHOOL WIDE 80%

2) EXISTING DATA:

a) Survey to staff and students: Core Values (2018)

b) Assertive Discipline (AERIES)

c) Attendance (AERIES)

d) Target students who do not promote from Junior High- 2019 (135)

e) [Data Analysis Worksheet](#)

f) [ADS Data Analysis 2019-20](#)

i) Unexcused/Tuancy

ii) Tardies

iii) Willful Disruptions

3) CREATE BEHAVIOR EXPECTATIONS:

a) Core Value Presentations (Student Led): Classrooms (2018)

i) [Core Values](#)

b) Staff and student vote- Google Form (2018)

c) [PBIS Parent Letter](#)



- [BRAWLEY UNION HIGH SCHOOL - WASC Focus on Learning 2020 Self-Study Report](#)

- d) [PBIS Website](#)
- e) [PBIS Pamphlet](#)



- a) Behavioral Purpose 12.12.19

To build positive relationships in a safe environment that supports academic achievement and social well-being.

- b) Schoolwide matrix: The purpose of the School Wide behavioral matrix is to allow students to understand how to conduct themselves on and off campus.
 - i) [SCHOOL WIDE MATRIX - BUHS](#)
- c) Classroom matrix: (Focus 2020-2021)
 - i) [CLASSROOM MATRIX BUHS.docx](#)

4) OPERATIONALIZE EXPECTATIONS:

- d) Videos- [PBIS Good and Bad Examples](#)

5) CREATE A POSITIVE BEHAVIOR REINFORCEMENT SYSTEM

- e) Tickets
- f) 5 Star Students (Diana Renteria, Beth Carson, Lizbeth Pirrie, Martha Ocegueda)
- g) Climate Survey
 - i) Staff Climate Survey - Classified Staff Development 1.6.20
<https://docs.google.com/forms/d/1Jrh0N1ElzyiNFhrf3b03GapS7YH0IyoDcFxzJmCeTvo/edit>
- h) [Reinforcement System](#)

6) CONTINUE TO MONITOR DATA FOR DECISION MAKING



PBIS TIER TWO

- 1) **SOME STUDENTS 10-15% 180 Students**
- 2) **AFTER TIER 1 HAS BEEN IMPLEMENTED WITH FIDELITY**
- 3) **EVIDENCE BASED INTERVENTIONS**
 - a) **CHECK-IN/CHECK-OUT**
 - i) **Possible ideas/resources:**
 - ii) **Manage Problem Behaviors: Check-In/Check-Out**
 - iii) **PBIS**
 - iv) **BUHS CICO Form (end of every period, every day)**
 - b) **BUHS Link Crew Intervention Log 2019**
 - i)
 - c) **SOCIAL SKILLS CLUB**
 - i) **Sandy Hook Promise**
 - d) **LUNCH SUPPORT GROUPS**
 - i) **Beyond Differences**
- 4) **TARGETED SUPPORT FOR SPECIFIC BEHAVIORS**
 - a) **Students who meet data requirements:**
 - i) **Chronic absentee-**
 - ii) **Habitual discipline (2) suspensions-**
 - iii) **Social Emotional-**
- 5) **CONTINUAL PROGRESS MONITORING USING DATA FOR DECISION MAKING**

PBIS TIER THREE

- 1) **VERY FEW STUDENTS 3-5%**
- 2) **HIGHLY INDIVIDUALIZED SUPPORT**
- 3) **WRAPAROUND SERVICES**
 - a) **COORDINATED RESOURCES BASED ON STUDENT NEED**
- 4) **DIFFERENTIATED REINFORCEMENT OF BEHAVIORS**
- 5) **PERSON CENTERED PLANNING AND SUPPORT**
- 6) **INVOLVES PARENTS**
- 7) **CONTINUAL PROGRESS MONITORING USING DATA FOR DECISION MAKING**



Thoughts and Ideas:

Tier 2: 10% of 1,800 = 180

Tier 3: 3% of 1,800 = 54

Will meet with counselors per grade level:

- Migrant-**
- Suspensions-**
- Social Emotional**

NAL.docx **Brawley Union High School** Open with **PBIS Schoolwide Matrix**

	Classroom	Common Areas on Campus (cafeteria, quad, library, restroom, etc.)	Campus Perimeter	School Transportation	Activities/Athletic Events	Social Media
RESPONSIBLE	<ul style="list-style-type: none"> Pick up after yourself Use classroom tech for academic purposes and personal tech in designated location. Be on time Bring all necessary materials 	<ul style="list-style-type: none"> Pick up after yourself Report spills/messes to staff 	<ul style="list-style-type: none"> Pick up after yourself Follow crosswalk personnel directions Be mindful of vehicles and pedestrians 	<ul style="list-style-type: none"> Pick up after yourself Follow bus rules and listen to the bus staff 	<ul style="list-style-type: none"> Practice good sportsmanship Follow the rules of the facility Support and encourage all participants 	<ul style="list-style-type: none"> Follow cell phone policy in the student handbook Use electronic etiquette (using chromebooks, school computers, laptops, etc.)
RESPECTFUL	<ul style="list-style-type: none"> Use academic language and appropriate volume Respect everyone's perspectives Practice good manners 	<ul style="list-style-type: none"> Use appropriate language and volume Respect others' privacy and property 	<ul style="list-style-type: none"> Use appropriate language and volume Respect property 	<ul style="list-style-type: none"> Use appropriate language and volume Take care of bus property 	<ul style="list-style-type: none"> Use appropriate language and volume Be a positive fan/audience member Listen attentively to guests /speakers 	<ul style="list-style-type: none"> Use respectful language when posting. Respect others' right to privacy.
RESILIENT	<ul style="list-style-type: none"> Overcome challenges and complete assigned work Be adaptable to change and be flexible 	<ul style="list-style-type: none"> See something, say something 	<ul style="list-style-type: none"> See something, say something Abide by all traffic rules 	<ul style="list-style-type: none"> See something, say something 	<ul style="list-style-type: none"> See something, say something Be a positive representative of the school Be humble in success and grow from failure 	<ul style="list-style-type: none"> See something, say something Encourage others to promote positive use of technology
KIND	<ul style="list-style-type: none"> Use encouraging language Help others Practice gratitude 	<ul style="list-style-type: none"> Use only appropriate physical conduct Greet people and be friendly 	<ul style="list-style-type: none"> Use only appropriate physical conduct. Greet people and be friendly 	<ul style="list-style-type: none"> Use only appropriate physical conduct Be a positive role model to younger riders 	<ul style="list-style-type: none"> Appropriate use of property Be open to the opinions of others Be an active listener 	<ul style="list-style-type: none"> Use social media as a positive tool.
INTEGRITY	<ul style="list-style-type: none"> Keep area clean Practice honesty Be dependable 	<ul style="list-style-type: none"> Keep all campus areas and classrooms clean Follow school dress code 	<ul style="list-style-type: none"> Keep area clean Do the right thing, even when no one is watching 	<ul style="list-style-type: none"> Keep vehicles clean Do the right thing, even when no one is watching 	<ul style="list-style-type: none"> Cheer positively and enthusiastically Compete fairly and accept outcomes graciously 	<ul style="list-style-type: none"> Practice digital citizenship. See something, say something.

* These expectations are not all inclusive to what is included in the student handbook or board policy concerning student behavior



J: Link Crew

Dear Prospective Link Leader,

What is a Link Leader? We partner junior and senior students with freshmen and they provide support for the entire year. Students receive support in areas such as: academics and social. Link Leaders encourage student involvement and model positive behavior at Brawley Union High.

Being a Link Crew Leader requires courage, dedication, and always being kind to your freshmen.

Requirements: To be a peer leader, you must have a minimum of 2.5 Grade Point Average. You will also be required to enroll in the leadership class.

Link Crew Leaders must be available for Link Crew training May 16th (Collab. Day @ 1:42-3:00) and during the summer.

Training will take place Tuesday, August 7th - Wednesday, August 8th, from 9:00am-1:00pm. Freshman Orientation will take place Thursday, August 9th 8:00-11:30.

Please see Mrs. Self in the ASB office or Mrs. Tomboc in room 46 if you have any questions.

This form must be filled out and returned to Mrs. Self or Mrs. Tomboc to be a Link Leader.

To be enrolled in the leadership class and participate in Link Crew, please sign below:

Parent Signature: _____

Student Signature: _____

Student Name: _____

Phone Number (student cell): _____

We will use your phone number and add you to a "Remind" group so that you will have contact information from us during the summer.



Estimado Líder de Link Crew,

¿Qué es un líder de Link Crew? Asociamos estudiantes junior y senior con estudiantes de primer año y brindan apoyo durante todo el año. Los estudiantes reciben apoyo en áreas tales como: académicos y sociales. Los líderes de Link Crew fomentan la participación de los estudiantes y modelan un comportamiento positivo en Brawley Union High.

Ser un Líder de Link Crew requiere valentía, dedicación y ser amable con sus estudiantes de primer año.

Requisitos: para ser un líder entre pares, debe tener un mínimo promedio de 2.5 de calificaciones. También se le pedirá que se inscriba en la clase de liderazgo.

Los líderes de Link Crew deben estar disponibles para el entrenamiento de Link Crew el 16 de mayo (Collab. Day @ 1: 42-3: 00) y durante el verano.

El entrenamiento se llevará a cabo del martes 7 de agosto al miércoles 8 de agosto de 9:00 a.m. a 1:00 p.m. La orientación de primer año se llevará a cabo el jueves 9 de agosto de 8:00 a 11:30 de la mañana.

Si tiene alguna pregunta, consulte a la Sra. Self en la oficina de ASB o la Sra. Tomboc en el salón 46.

Este formulario debe ser completado y devuelto a la Sra. Self o a la Sra. Tomboc para ser un Líder de Link Crew.

Para inscribirse en la clase de liderazgo y participar en Link Crew, firme a continuación:

Firma de los padres: _____

Firma del alumno: _____

Número de teléfono (celular del estudiante): _____

Usaremos su número de teléfono y lo agregaremos a un grupo de "Recordatorio" para que tenga información de contacto de nosotros durante el verano.



BACKGROUND INFORMATION

Name: _____ Tutorial Teacher: _____ Room: _____

Contact Info- Cell#: _____ Link Crew Leader: _____ Teacher: _____

1. Transportation. Circle all that apply.

Before School..... *I take the bus. * I walk to school. How far? _____

* Someone drops me off. * I ride my bike/skateboard

After school..... *I take the bus. *I walk home. How far? _____

*Someone picks me up. * I ride my bike/skateboard

2. I eat breakfast: never sometimes often always

3. I eat lunch: never sometimes often always

4. Activities

Sports/Extra-Curricular Activities (at school):

Sports/Extra-Curricular Activities (outside of school):

5. Number of members in your home _____

6. Place of study _____

7. Rank the distractors to your education with #1 being the strongest distractor.

_____ home life factors _____ cellphone _____ television

_____ friends _____ family/siblings

8. Academic G.P.A goal: _____

9. Who in your home questions/challenges your academic success? _____

10. What should I know to help you be successful?

11. Do you have access to wifi/computer/chromebook?



K: Master schedule

Teacher	Rm	Dept	1	2	3	4	5	6
DRYSDALE	43	EN	Eng 3		Eng 3	AP Lan (11)	AP Lan (11)	AP Lan (11)
BAKER, J	15	EN		Eng 1	Eng 1	Eng 1	Eng 1	Eng 1
MENDEZ	60	EN	Eng 2	Eng 2	Eng 3		Eng 3	Eng 3 SEI
ROSS	44	EN	GH Eng 1	Eng 1	Eng 1	GH Eng 1	GH Eng 1	
SEEGER	42	EN	Eng 3		AP Lan (12)	AP Lan (12)	AP Lan (12)	Eng 3
AD.BELELLANO	54	EN		ELD 3/4		ELD 3/4		Publications
TOMBOC, G	46	EN	Eng 2	Eng 2 SEI	Eng 2	Eng 2 SEI	Leadership	
MACKENZIE	67	EN	GH Eng 2	GH Eng 2		GH Eng 2	Eng 2	GH Eng 2
ESCOBAR	45	EN	ERWC SEI	Eng 3	Med English	Eng 3	ERWC	
PHILLIPS, D.	62	EN	ERWC	ERWC	ERWC	ERWC		ERWC
EATON	47B	EN	Trans 1	ELD 1	Eng 1 SEI 10-12	Trans 2	Eng 1 SEI 10-12	
LYON	47A	EN	Eng 1	Eng 1 SEI		Eng 1	Eng 1	Eng 1
CAMARGO	26	EN	Eng 1		Eng 2	Eng 2	Eng 2	Eng 2

Teacher	Rm	Dept	1	2	3	4	5	6
ALVAREZ, O	14	MA	IM 2 - 10	IM 2 - 11		IM 1 SEI	IM 2 SEI	IM 2 - 10
ARCHER, M.	7	MA	IM 3		AP Calculus	IM 3	AP Calculus	IM 3
BARRERA	68	MA	IM 3	IM 3	IM 3		AP Comp Sc	ECS



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HARDIE	61	M A		IM 2 - 10	IM 2 - 11			
LUCKEY	10	M A	IM 1 - 9	Sports PE				
PADILLA, P	18	M A		AP Stats	AP Stats	IM 2 - 10	IM 2 - 10	IM 2 - 10
MAGANA, ANDY	64	M A	IM 1 - 10	IM 3	IM 3	IM 3	IM 3	
ALVAREZ, S	41	M A	IM 1A (3)	IM 1A (3)	IM 1A (4)	IM 1A (4)	IM 1 - 9	
LANDY	94	M A	IM 1 - 10	IM 2 - 10	IM 1 - 9	IM 2 - 11		IM 1 - 9
NUNEZ	8	M A	IM 1 - 9	IM 1 - 9		IM 1 - 9	IM 1 - 9	IM 1 - 9
FONG	12	M A	IM 1A (1)	IM 1A (1)	IM 1A (2)	IM 1A (2)	IM 1 - 10	

Teacher	R m	D e p t	1	2	3	4	5	6
CARRILLO	13	S C	Bio 9	Bio 10/12	Bio 9	Bio 10/12		Bio 9
ACOSTA	33	S C	Blo 9		Bio 10/12	Bio 9	Bio 10/12	Bio 9
LEVY, P.	30	S C		Chem	Chem	Chem	AP Bio	Chem
PADILLA	53	S C	Chem	Ana & Phys CP	Ana & Phys CP	WC		Ana & Phys CP
MILAN	35	S C	Ana & Phys H	Bio 9	Ana & Phys H	Bio 9		Bio 9
TAMAYO	34	S C		Bio 10/12	Bio 9	AP Psych	Bio 9	Bio 10/12
OLIVAR	16	S C	Bio SEI	Earth Sc 10/12		Earth Sc 10/12	Earth Sc 10/12	Earth SEI
ORTEGA	31	S C	Chem	Chem	Chem		Chem	Chem
NICKEL	37	S C	AP Env Sc	Earth 9		STEM	Earth 9	STEM
RUIZ	93	S C		Physics (H)	Physics (H)	Conceptual Physics	Conceptual Physics	Conceptual Physics



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Teacher	Rm	D e p t	1	2	3	4	5	6
FINNELL	72	S S	US	US	US	US	US	Sports PE
RICO	63	S S	Civics	H Civics		Civics	H Civics	US
PEREZ	11	S S	WC	WC	WC	WC	WC	
MARTINEZ	71	S S	AP US	Civics	AP US	AP US	Civics	
NUNEZ	22	S S	WC	WC	WC		WC	WC
WHITEHEAD	73	S S	H Civics	Civics	H Civics	H Civics	Civics	
HERNANDEZ	70	S S	US	US SEI	US	US SEI		
OCEGUERA	69	S S	AP World History		WC SEI	AP World History	AP World History	WC SEI

Teacher	Rm	D e p t	1	2	3	4	5	6
CARRANZA	56	S E	Civics Bas/Ess	US Bas/Ess	WE Bas/Ess	WC Inclusion	RSP	Sports PE
GRAY	59	S E	IM 2 Basic		IM 2 - 10	IM 2 Basic	RSP	Ess Math 1 & 2
CARSON	65	S E	Eng 1 Ess	Eng 1 Support		Life Skills	Eng Ess 2-4	RSP
VANDERLINDEN, L	9	S E	Eng 2 Inclusion	Eng 4		Transition	Eng 2 Basic	RSP
RAY	25	S E	Earth Sc Bas/Ess	Eng 4 Basic	Eng 3 Basic	Life Scienc Bas/Ess		RSP
IBARRA	17	S E	RSP		IM 1 Inclusion	Consumer Math Bas	IM 1 Basic	IM 1 Basic
Teacher	Rm	D e p t	1	2	3	4	5	6



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		pt						
YOUNG	GYM	PE	PE 2	PE 2	PE 1	Fitness & Dance	PE 2	
DION	GYM	PE	PE 1	PE 1	PE 1	PE 1	PE 1	
IBARRA, A	GYM	PE	PE 1	PE 2	PE 2	PE 2	Streth & Cond	Sports PE
MAGANA, AD	GYM	PE	PE 1	PE 1	Strength & Cond 2	PE 1	PE 1	
SCHOFIELD	27	BU	PE 2	Credit Recovery	PE 2	Int Comp/Frosh Seminar		Int Comp/Frosh Seminar

Teacher	Rm	Dept	1	2	3	4	5	6
ARCHER, J.	39	FA	Graphic Design 2	Graphic Design	Graphic Design	Graphic Design	Graphic Design	
CONTRERAS, J	77	FA			Drama	Drama	Auditorium Tech	Auditorium Tech
CORONA	78	FA	Band		Music Appreciation	Music Appreciation	Chorus	Music Appreciation
LOPEZ, R	20	FA	Art 1/2/3/4	Art 1/2/3/4	Art 1/2/3/4		Art 1/2/3/4	Art 1/2/3/4

Teacher	Rm	Dept	1	2	3	4	5	6
MAGANA	19	FL	Span Gram	Span Gram	Span Gram	AP Sp Lan		Span Gram
LEDON	28	FL	Begin Spanish - 9	Begin Spanish - 9	Begin Spanish - 10/12		Beg Spanish - 10/12	Inter Spanish - 10/12
PANTLE	66	FL	AP Sp Lit	Int Spanish Lit		Span Gram	Span Gram	Int Spanish Lit
RAMIREZ	51	FL	Begin Spanish - 9		Begin Spanish - 9	Begin Spanish - 9	Begin Spanish - 9	Inter Spanish - 9
PIRRIE	50	FL	Frosh Seminar	Frosh Seminar	Frosh Seminar		Frosh Seminar	Begin Spanish - 9
SANCHEZ	23	FL	Inter Spanish - 10/12	Inter Spanish - 10/12	Inter Spanish - 10/12	Inter Spanish - 9	Inter Spanish - 10/12	



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Teacher	Rm	Dept	1	2	3	4	5	6
TAYLOR	88	AG	Plant Science	AG Communication	Intro to Ag	Intro to Ag		
NEWELL	29	EN	Int Comp/Frosh Seminar					
SMITH, S.	92	OP	Opportunity	Opportunity	Opportunity	Opportunity		Opportunity
SCHOFIELD	27	BU	PE 2	Credit Recovery	PE 2	Int Comp/Frosh Seminar		Int Comp/Frosh Seminar
MEEK	87	HM		Med Term	Med Term	Public Health	Nursing Assistant	Nursing Assistant

CERVANTES	57	IA	Int Weld	Int Weld	Int Weld		Welding Fab	ADV Welding
SMITH, R.	40	RP	Gen Contract	Gen Contract			Construction	Construction
SMITH, M	58	IA	Elect App	Elect App	Elect App		Elect App 2	Elect App
SHANK	48	HM	Foods	Foods	Foods 2	Foods 2		Foods
ESQUIVEL	91	RP					Landscaping	Landscaping
SELF	70	SS	Leadership	Leadership	ASB	ASB	ASB	ASB
CRANKSHAW	91	RP	Criminal Justice	Justice System	Criminal Justice	Justice System		
BREWER	GYM	MI						Sports PE
TREVINO	Off	EN						
AB.BELELANO	Off	EN						



L: Bell schedule

2019-2020 BUHS BELL SCHEDULES

Daily Class Schedule			
Period	Warning	Tardy	Dismissal
1/2	7:55	8:00	9:47
Nutrition	9:47		9:54
Passing Period	9:54		10:01
Tutorial		10:01	10:43
Passing Period	10:43		10:50
3/4		10:50	12:32
Lunch	12:32		1:12
Passing Period	1:12		1:19
5/6		1:19	3:01

Collaboration Day Schedule (Revised 2019-20)			
Period	Warning	Tardy	Dismissal
1/2	7:55	8:00	9:36
Nutrition	9:36		9:43
Passing Period	9:43		9:50
3/4		9:50	11:26
Lunch	11:26		12:06
Passing Period	12:06		12:13
5/6		12:13	1:49
Teacher Meeting	1:49		3:01

Assembly Class Schedule			
Period	Warning	Tardy	Dismissal
1/2	7:55	8:00	10:50
Nutrition	10:50		10:57
Passing Period	10:57		11:04
3/4		11:04	12:39
Lunch	12:39		1:19
Passing Period	1:19		1:26
5/6		1:26	3:01

Pep Rally Schedule			
Period	Warning	Tardy	Dismissal
1/2	7:55	8:00	9:37
Passing Period	9:44		9:51
Tutorial		9:51	10:21
Passing Period	10:21		10:28
3/4		10:28	12:00
Lunch	12:00		12:40
Passing Period	12:40		12:47
5/6		12:47	2:19
Pep Rally	2:19		3:01

Minimum Day Schedule			
Period	Warning	Tardy	Dismissal
1/2	7:55	8:00	9:24
Passing Period	9:24		9:30
3/4		9:30	10:54
Nutrition	10:54		11:00
Passing Period	11:00		11:06
5/6		11:06	12:30



M: Focus on Learning Snapshot of Student Engagement

**High School Focus on Learning Snapshot of Student Engagement
"An Opportunity to Grow"**

Remember:

1. Arrange with and remind the teacher you are visiting at least 72 and 24 hours prior to your visit.
2. Your visit should last a minimum of 30 minutes.
3. Visit one class within your discipline and one class outside of your discipline.
4. Do not put the name of the teacher visited anywhere on the form- Do not indicate which class you visited, especially if this could identify the teacher (i.e.) shark diving is only taught by Ima Fish so this identifies the person
5. Remember to give feedback/thank you after the visit through personal contact or memo.
6. Keep a copy of each visit to use in Focus Group Feedback sessions.
7. Return original to Self-Study Coordinator with your name for check off.
8. 1st snapshot due by the end of 1st semester.

Date of Visit _____ Type of Class Visited(Dept) _____

Time of Arrival _____ Time Departed _____

A. What are the students doing/ Check all that apply

Applying Skills	Collaborative Activities	Technology	Assessments	Writing/Presenting	Inquiry
<input type="checkbox"/> practicing new skills <input type="checkbox"/> real world/beyond the classroom activities <input type="checkbox"/> cross-curricular/integration of subjects <input type="checkbox"/> college and career ready skills <input type="checkbox"/> simulation exercises	<input type="checkbox"/> Group projects <input type="checkbox"/> Group discussions	<input type="checkbox"/> Google classroom <input type="checkbox"/> quizlet <input type="checkbox"/> kahoot <input type="checkbox"/> other resources other than textbooks	<input type="checkbox"/> formative assessments <input type="checkbox"/> summative assessments <input type="checkbox"/> academic vocabulary	<input type="checkbox"/> Constructed responses <input type="checkbox"/> Articulating knowledge <input type="checkbox"/> Presenting information <input type="checkbox"/> Using primary sources (CCSS)	<input type="checkbox"/> inquiry/lab based (NGSS) <input type="checkbox"/> QFT <input type="checkbox"/> Essential questions <input type="checkbox"/> Analyzing documents/graphs/other resources

B. As you observe, what do the students demonstrate?

<input type="checkbox"/> Ability to follow directions <input type="checkbox"/> Accessing knowledge CCSS <input type="checkbox"/> Applying knowledge CCSS <input type="checkbox"/> Competency in reading writing	<input type="checkbox"/> Competency in math skills <input type="checkbox"/> Critical thinking skills <input type="checkbox"/> Expression of personal opinion <input type="checkbox"/> Interest in subject <input type="checkbox"/> Organizing knowledge CCSS	<input type="checkbox"/> Participation from all students <input type="checkbox"/> Problem solving CCSS <input type="checkbox"/> Self-discipline <input type="checkbox"/> Time management skills
--	--	--

C. Identify the SLOs - Student Learner Outcomes exhibited by the students during the visit.

College and Career Readiness:

Students will acquire postsecondary skills through:

- *Goal setting and organization
- *Daily attendance and punctuality
- *Participating in a rigorous academic experience
- *Prioritizing & monitoring progress towards personal goals and objectives
- *Identifying a career path and progressing toward a career goal

Literacy and Communication:

Students will value and demonstrate proficiency in:

- *Reading
- *Writing
- *Listening
- *Speaking
- * Technology

Analytical Skills:

Students will exhibit proficiency in:

- *Critical thinking
- *Problem solving
- *Creativity
- *Mathematical application

Standards

Students will master District and Common Core Standards in:

- *English
- *Mathematics
- *Science
- *Social Studies
- *Career and Technical Education
- *Physical Education, Foreign Language and Visual and Performing Arts

Social and Personal Responsibility

Students will expand their personal development in:

- *Social, emotional, and physical well-being
- *Community involvement
- * Collaboration
- *Understanding for cultural diversity
- *Civic readiness

D. What are the teacher's objectives? _____

E. As a visitor, what did you gain or learn from this visit? What might you use in your own classroom?



N: Walkthrough Observation Form

Walkthrough Observation

Teacher: _____ Date: ___/___/___ Period: _____

Observer: _____ Advisory and subject: _____

Lesson Objective:

Students are expected to: Write Read Copy Interpret Solve Model Create Listen Calculate Justify Move

Lesson Observation

Criteria #1	Criteria #2	Criteria #3	Criteria #4
Collaboration	Inquiry	Literacy	Voice

Notes:

Large empty rectangular area for taking notes during the observation.



O: School-wide writing campaign results

**All Departments
Constructed Response
First Semester**

Data Collection 2019-20

RACE Brief Write Fall 2019

The majority of students had 6 to 7 writing/literacy lessons in addition during first semester in the following subject order: Math, FA/CTE/ROP/Bus, English, Science, Social Science, PE, Spanish.

MATH	3	2	1
Restate/Answer Question	55%	29%	17%
Cite Evidence	47%	32%	21%
Explain Evidence	32%	36%	31%

ENGLISH	3	2	1
Restate/Answer Question	54%	24%	22%
Cite Evidence	47%	26%	27%
Explain Evidence	36%	35%	28%



RACE Brief Write Fall 2019

Science	3	2	1
Restate/Answer Question	48%	34%	18%
Cite Evidence	40%	44%	16%
Explain Evidence	33%	39%	27%



RACE Brief Write Fall 2019

PE	3	2	1
Restate/Answer Question	25%	42%	34%
Cite Evidence	19%	48%	32%
Explain Evidence	8%	54%	38%

FA/CTE/ROP/BUS	3	2	1
Restate/Answer Question	54%	22%	24%
Cite Evidence	56%	22%	22%
Explain Evidence	42%	30%	28%

RACE Brief Write Fall 2019

Social Science	3	2	1
Restate/Answer Question	57%	28%	15%
Cite Evidence	51%	33%	16%
Explain Evidence	41%	36%	23%

Spanish	3	2	1
Restate/Answer Question	41%	40%	19%
Cite Evidence	39%	46%	15%
Explain Evidence	28%	46%	26%



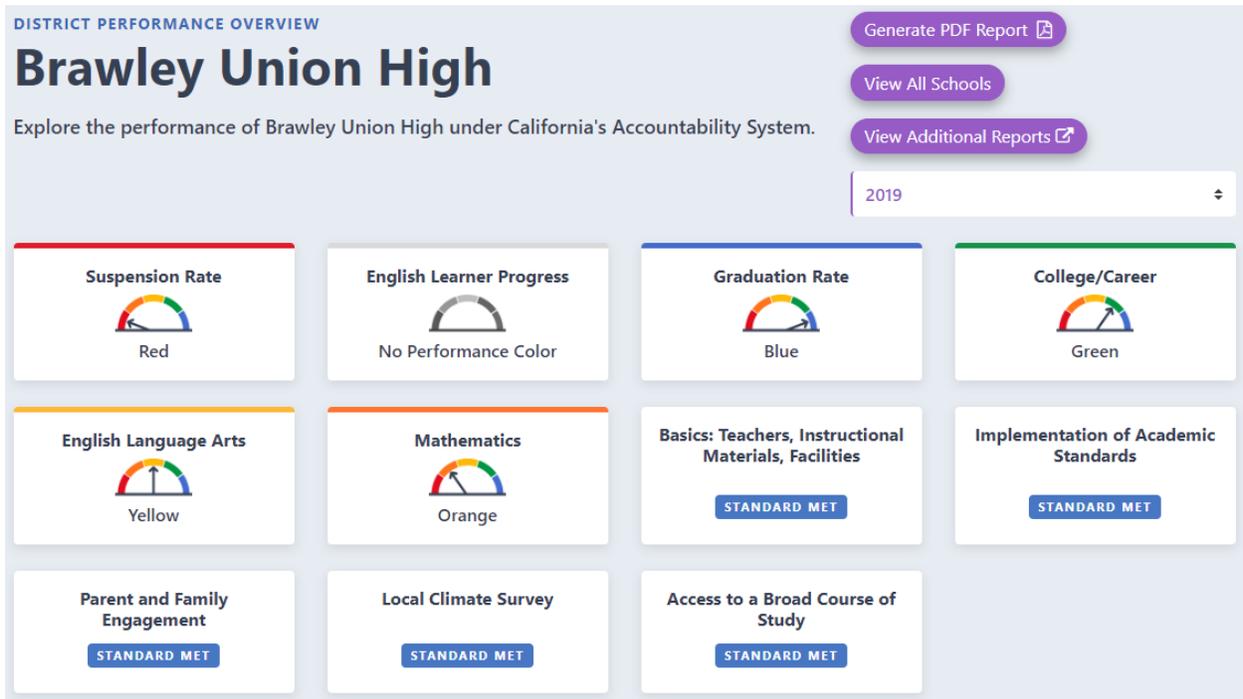
P: School-wide Academic Vocabulary Campaign results

**Brawley Union High School
Academic Vocabulary Quiz
Performance Band Distribution**

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2017-2018 Quiz 1	7% 44 students	3% 18 students	7% 43 students	18% 105 students	65% 388 students
2018-2019 Quiz 1	7% 73 students	3% 34 students	8% 83 students	12% 119 students	69% 692 students
2018-2019 Quiz 2	7% 59 students	4% 34 students	9% 84 students	14% 126 students	66% 597 students
2018-2019 Quiz 3	12% 111 students	6% 52 students	18% 165 students	23% 210 students	42% 385 students
2018-2019 Quiz 4	6% 58 students	4% 37 students	13% 120 students	23% 215 students	54% 512 students
2019-2020 Quiz 1	7% 102 students	4% 61 students	12% 166 students	14% 193 students	62% 844 students
2019-2020 Quiz 2	9% 87 students	7% 65 students	18% 168 students	19% 178 students	48% 451 students



Q: BUHS Dashboard (2019)



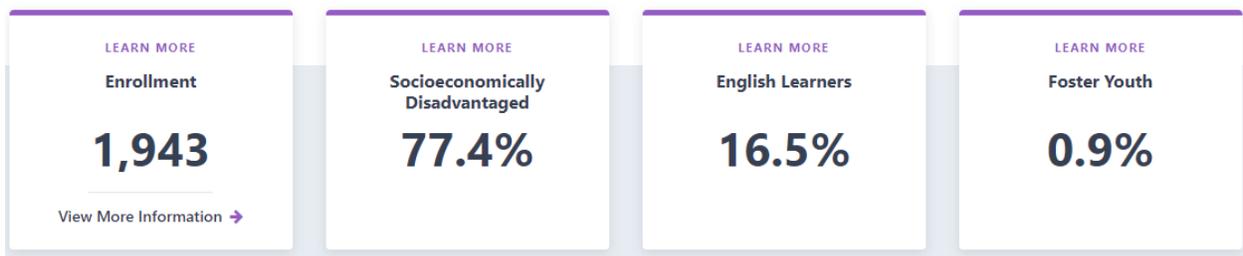
District Details

NAME Brawley Union High	ADDRESS 480 North Imperial Avenue Brawley, CA 92227-1625	WEBSITE http://www.brawleyhigh.org	GRADES SERVED 9-12
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BRAWLEY UNION HIGH

Student Population

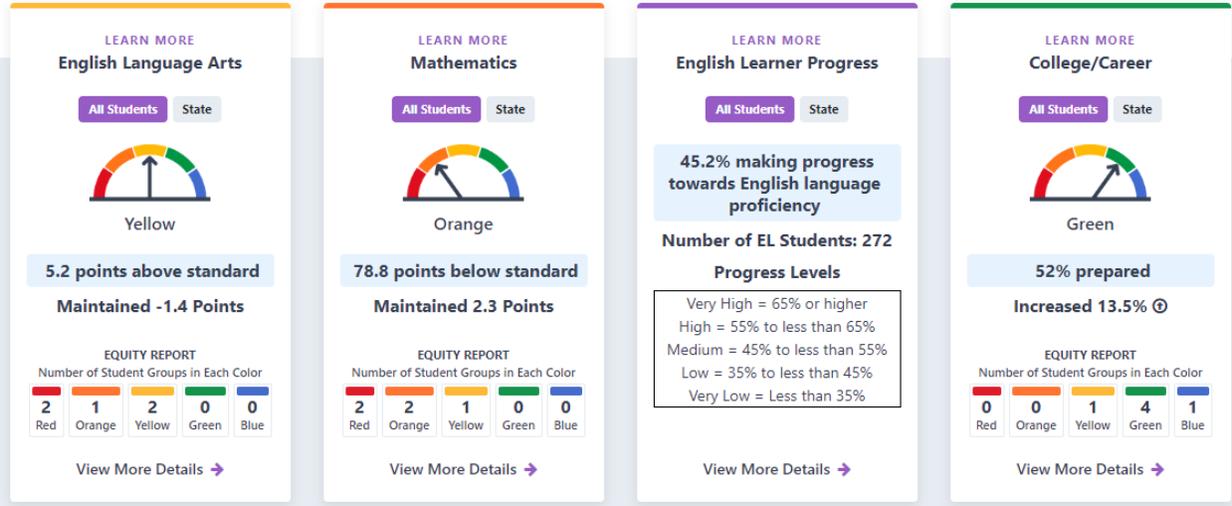
Explore information about this district's student population.





Academic Performance

View Student Assessment Results and other aspects of school performance.





BRAWLEY UNION HIGH

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Graduation Rate

All Students State

Blue

95.8% graduated

Maintained 0.7%

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0	2	4
Red	Orange	Yellow	Green	Blue

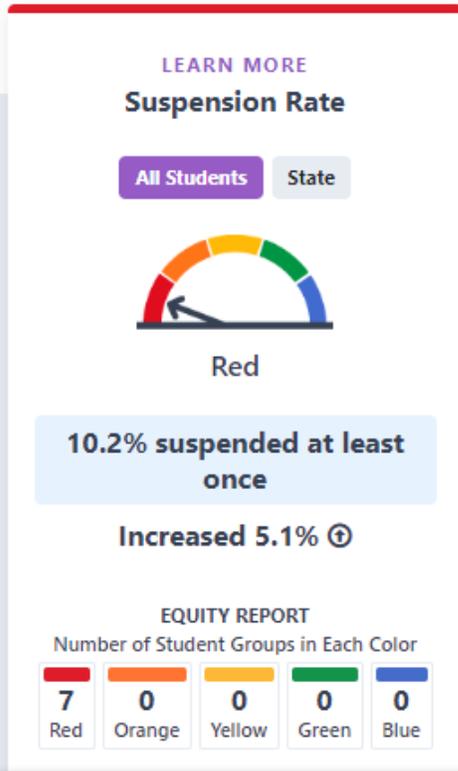
View More Details →



BRAWLEY UNION HIGH

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.





R: Student Study Team (SST) Process

SST Process 2020

Brawley Union High School District

The Student Success Team (SST) is a team of individuals invested in assisting a student who is experiencing difficulties. The SST meets to develop an understanding of the student's strengths and problem areas, review resources and strategies available, and formulate a plan of intervention to resolve those problems in the regular classroom. Students may be referred by grade level teams, individual teachers, other school personnel, or by parents. Improving student achievement is the focus of the process.

Before a teacher or staff member makes an SST referral, it is important that they have contacted the child's parent or guardian and have tried some interventions based on assessments and behaviors observed in the classroom or at school. After reviewing this information and trying interventions, if insufficient progress is seen after a period of time, the teacher or staff member may refer a student to the SST process.

1. Student Referral. [Click here for the referral form.](#)

The person making the referral completes the SST referral form, and submits it to the SST Clerk. The SST Clerk contacts the referring party to discuss appropriate potential team members, then schedules the meeting and invites participants. A "Teacher Input Form" will be sent to ALL of the child's teachers to gather more information for the meeting.

2. SST Meeting

This meeting is an interdisciplinary team model that uses campus resources, parents, and support specialists to collaboratively review the information gathered by the teacher and counselor. The purpose of the meeting is to review information the teacher and counselor has already gathered and discuss interventions and strategies tried at school and at home.

With the combined knowledge of the SST members, the SST develops goals and recommendations based on the team's understanding of the presenting problem, teacher assessment(s), student's needs, and parent feedback. Interventions may include academic or behavioral strategies, as well as referrals to other resources such



- [BRAWLEY UNION HIGH SCHOOL - WASC Focus on Learning 2020 Self-Study Report](#)

as academic support, tutorials, counseling groups, community agencies, etc. A timeline for follow up will be established.

3. SST Follow Up

The teachers, counselor, student, and parent(s) will implement strategies identified in the meeting and continue to document results of recommended strategies. If insufficient progress is seen after an agreed-upon period of time, the teacher may request a follow-up SST meeting. The team may meet even if progress is being made by the student.

At the follow-up meeting, the team meets to review student progress on the recommendations previously implemented. The SST considers all interventions attempted and reviews student successes and setbacks. Several things may occur:

- Significant progress is made and presenting problems are or can be resolved.
- Progress is being made and the SST may choose to continue with the interventions that are working and/or recruit other resource persons for additional input.
- Progress is slow or non-existent; the SST attempts to create new interventions and continues to review student progress on a regular basis.

The SST process may benefit students who:

- Are new to the school and may be having difficulty adjusting
- Have frequent absences and/or tardies
- Have failing grades in one or more classes
- Are experiencing social or emotional difficulties
- Are managing feelings related to divorce, or grief, or other issues
- Seem to have significant health issues or illnesses
- Appear to have an uncertain home life (hunger, neglect, etc.)
- Are suspected of having learning disabilities or other learning impairments
- If you have any questions about the Student Success Team process, please contact Bonnie Munguia or Alicia Martin.
- These are some Tentative SST Meeting dates:
January 23/24 (Deadline to Refer Students 1/14/20)
Seem to have a high incidence of disciplinary referrals



S: School accountability report card (SARC)

**Brawley Union High School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Brawley Union High School
Street	480 North Imperial Ave.
City, State, Zip	Brawley, CA 92227-1625
Phone Number	(760) 312-6073
Principal	Jesse Sanchez
Email Address	jsanchez@brawleyhigh.org
Website	www.brawleyhigh.org
County-District-School (CDS) Code	13 63081 1331404



Entity	Contact Information
District Name	Brawley Union High School District
Phone Number	(760) 312-5819
Superintendent	Mr. Simon R. Canalez
Email Address	scanalez@brawleyhigh.org
Website	www.brawleyhigh.org

School Description and Mission Statement (School Year 2019-20)

The mission of Brawley Union High School is to challenge and empower all students to graduate as self directed, productive citizens who are effective communicators, critical thinkers, risk takers and lifelong learners.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	522
Grade 10	492
Grade 11	384
Grade 12	373
Total Enrollment	1,771

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.1
Asian	0.2
Filipino	0.3
Hispanic or Latino	92.5
Native Hawaiian or Pacific Islander	0.1
White	5.6
Two or More Races	0.1
Socioeconomically Disadvantaged	76.8
English Learners	15.5
Students with Disabilities	10.1
Foster Youth	1
Homeless	0.3



A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	63	61	71	80
Without Full Credential	4	8	6	6
Teaching Outside Subject Area of Competence (with full credential)	1	1	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson (9-11) / 2016-17; Expository Reading and Writing Course (12th Grade)/2014-15	Yes	0%
Mathematics	Houghton Mifflin Harcourt/ 2015-16; Financial Algebra/2017-18; W.H. Freeman and Company/2016-17; Agile Mind/2019-20	Yes	0%
Science	Pearson-Hall / 2007-08;	Yes	0%
History-Social Science	Houghton Mifflin Harcourt/2019-20; Bedford, Freeman & Worth/2019-20	Yes	0%
Foreign Language	McDougal Littell/2008-09; McDougal Littell/2014-15	Yes	0%
Health	Glencoe/2014-15	Yes	0%
Visual and Performing Arts	Theatrical Design and Production/2012-13; Concise Guide to Jazz, Pearson-Prentice Hall/2015-16; Listen/2015-16	Yes	0%



School Facility Conditions and Planned Improvements (Most Recent Year)

This inspection determines the school facility’s good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	



B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	63	63	56	55	50	50
Mathematics (grades 3-8 and 11)	34	38	27	31	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	371	364	98.11	1.89	63.19
Male	166	161	96.99	3.01	58.39
Female	205	203	99.02	0.98	67.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	334	327	97.90	2.10	63.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	32	32	100.00	0.00	68.75



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	282	278	98.58	1.42	58.63
English Learners	82	78	95.12	4.88	24.36
Students with Disabilities	18	18	100.00	0.00	11.11
Students Receiving Migrant Education Services	54	53	98.15	1.85	56.60
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	366	358	97.81	2.19	38.38
Male	166	161	96.99	3.01	39.75
Female	200	197	98.50	1.50	37.24
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	330	322	97.58	2.42	37.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	31	31	100.00	0.00	51.61
Two or More Races					
Socioeconomically Disadvantaged	277	273	98.56	1.44	32.72
English Learners	81	80	98.77	1.23	18.99
Students with Disabilities	18	18	100.00	0.00	0.00
Students Receiving Migrant Education Services	54	53	98.15	1.85	26.92



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

Career path preparation begins in elementary school, where students are introduced to careers through guest speakers, field trips, job shadowing, work-based activities and career days which focus on the five Brawley Union High School career pathways.

Ninth graders are provided the opportunity to enroll in Introduction to Computers, where they learn career research with the internet through Career Choices and produce their first résumé as well as a 10 year plan. Through 10th grade advisement, students select their initial career pathway and complete a second career interest inventory. Students may select from a total of 21 career pathway classes (including ROP programs) in the industry sector such as: Agriculture and Natural Resources, Arts and Communications, Information Technology, Health Science and Medical Technology, Education Child Development and Family Services, Marketing and Sales, Building Trades and Construction, and Manufacturing and Product Development.

Capstone career path courses focus on internships which are offered through the Brawley Union High School internship program, Imperial Valley Regional Occupational Program (IVROP) internship, Brawley Union High School work experience, Special Education Work Ability, Imperial County Workforce Investment Act training, and Migrant Education work experience.

BUHSD offers several CTE pathways to its student population. The following pathways are offered at Brawley Union High School:

- Animal Science
- Plant and Soil Science
- Agricultural Business
- Ornamental Horticulture
- Design, Visual, and Media Arts



- Production and Managerial Arts
- Residential and Commercial Constructions
- Public and Community Health
- Patient Care
- Food Service and Hospitality
- Welding and Materials Joining
- Public Safety

In conjunction with CTE courses, BUHSD offers ROP programs that are offered through the district and comprise a significant component of the CTE program. The ROP programs focus on the internship aspect of career preparation and are open to students who are 16 years and older and also to adults.

BUHSD’s CTE Advisory Committee consists of shareholders including BUHSD’s superintendent, principals, assistant principal, director of special education, CTE teachers, counselors, students, parents, Imperial Valley Regional Occupational Program superintendent and staff, community business partners, and the Imperial Valley Regional Occupational Advisory Committee.

The primary representative of the district’s Career Technical Education Advisory Committee is Antonio Munguia, and he can be reached at (760) 312-5110.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	783
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	71.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.47
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	41.76

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	19.7	23.6	13.8

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Brawley Union High School is committed to promoting parent, community and business partnerships that are conducive to the following:

- Involving parents in their child’s education
- Fostering shared responsibility among students, parents and staff
- Linking families with school and community resources
- Encouraging broad-based representation in the decision-making process

Parent involvement is key in promoting student achievement at Brawley Union High School. Parents are regularly informed of student progress and attendance through updates from school counselors and attendance personnel. All parents are invited to participate in their student’s curricular plan. The counseling department maintains an open-door policy for parents to seek information and assistance regarding their students. Parents who wish to participate in Brawley Union High School’s leadership teams, school committees, school activities or become volunteers may contact Principal Jesse Sanchez at (760) 312-6089 or jsanchez@brawleyhigh.org.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	2.2	3.1	0.8	3	3.3	2.4	9.7	9.1	9.6
Graduation Rate	97	95.5	98.7	94.7	92.1	93.6	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	7.4	4.4	8.8	8.1	5.1	10.2	3.6	3.5	3.5
Expulsions	0.3	0.2	0.1	0.5	0.3	0.0	0.1	0.1	0.1



School Safety Plan (School Year 2019-20)

A revised Comprehensive School Safety Plan was adopted and implemented during the 2019-20 school year. The Safety Committee reviews the plan annually. The School Safety Plan was last updated in October 2019 and will be reviewed again in the spring. The plan includes emergency routes, maps and emergency procedures such as fire, earthquake, attacks, lockdowns, egress and ingress procedures, and other important procedures to keep the students and staff safe and secure. The School Safety Plan is available to the community and is located in the Counseling Center, Administration Office and Discipline Office. The Safety Committee meets quarterly to monitor implementation of the plan.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	27	18	16	32	26	14	40	14	26	21	19	32
Mathematics	25	13	23	11	25	17	31	11	26	19	19	22
Science	29	9	17	20	30	5	21	19	29	5	27	18
Social Science	31	5	10	25	29	6	23	13	30	6	12	24

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	354.2

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.



Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8936	1717	7219	90372
District	N/A	N/A	4837	
Percent Difference - School Site and District	N/A	N/A	39.5	-5.4
State	N/A	N/A	\$7,506.64	\$79,737.00
Percent Difference - School Site and State	N/A	N/A	1.3	12.8

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In addition to general state funding, Brawley Union High School District receives state and federal funding for the following categorical, special education and support programs:

- Title I, Part A
- Title II
- Title III

* Title IV

- Special Education
- Carl D. Perkins Vocational and Technical Education Act funds
- Instructional Materials
- Home-to-School Transport
- Migrant Education
- Regional Occupational Programs (ROP)

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,874	\$48,684
Mid-Range Teacher Salary	\$93,619	\$78,920
Highest Teacher Salary	\$123,083	\$99,844
Average Principal Salary (Elementary)	\$0	\$137,288
Average Principal Salary (Middle)	\$0	\$135,905
Average Principal Salary (High)	\$132,724	\$134,157
Superintendent Salary	\$170,000	\$185,654
Percent of Budget for Teacher Salaries	37%	31%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/td/cs/>.



Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	6	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	5	N/A
Science	1	N/A
Social Science	7	N/A
All courses	21	18

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4

The major areas of focus for staff development include curriculum and instruction, multi tiered system of support, positive behavior intervention, school safety, technology, student assessment and data analysis, student support services, and school-site accountability. The methods used to deliver professional development involve staff-development days, department and collaboration meetings, and grade-level and course-subject area meetings. Teachers are supported during the implementation through staff meetings, teacher-administrator meetings, student-performance data analysis and reporting. Each teacher is assigned a peer teacher coach to assist them in developing teaching strategies and lessons relevant to their classes and student population. The district also participates in professional development opportunities provided through Imperial County Office of Education.



T: CBEDS School Information

Brawley Union High (Brawley, CA)

Brawley Union High

Reporting Year:

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Red	Blue	Blue	Green	Green
English Learners	None	Red	Blue	Green	Red	Yellow
Foster Youth	None	None	None	None	None	None
Homeless	None	None	Yellow	Green	None	None
Socioeconomically Disadvantaged	None	Red	Blue	Blue	Green	Yellow
Students with Disabilities	None	Red	Blue	Yellow	None	None
African American	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	None	Red	Blue	Blue	Green	Green
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	Orange	None	None	Green	Yellow
Two or More Races	None	None	None	None	None	None

College/Career Measures Reports & Data

Brawley Union High (Brawley, CA)

Brawley Union High

Select Dashboard Status Year:



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Students in the Combined Cohort or DASS Graduation Rate by Student Group

Cohort	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Cohort Totals	402	7	--	1	3	355	--	35	1	108	323	34	2	31

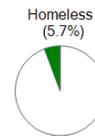
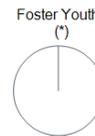
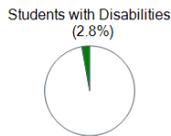
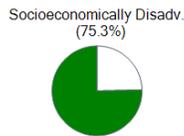
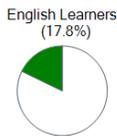
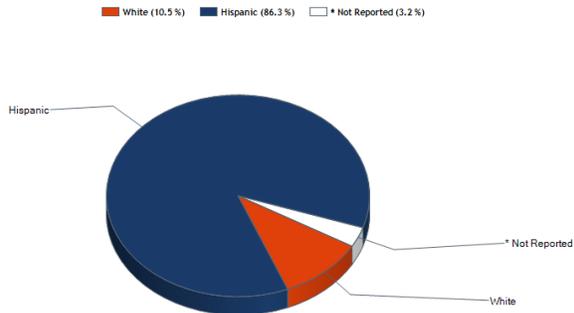
Percentage of Students by CCI Level for each Student Group

CCI Level	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Percentage Prepared	61.4%	*	--	*	*	60%	--	74.3%	*	40.7%	57.6%	20.6%	*	45.2%
Percentage Approaching Prepared	20.9%	*	--	*	*	22%	--	17.1%	*	32.4%	22.3%	44.1%	*	19.4%
Percentage Not Prepared	17.7%	*	--	*	*	18%	--	8.6%	*	26.9%	20.1%	35.3%	*	35.5%

The combined cohort and/or DASS graduation rate is used as the denominator to calculate the percentages.

Number and Percent of Prepared Students In the Cohort by Race/Ethnicity and Program Participation

Student Group - Prepared	Percent Prepared	# Students Prepared
All Prepared Students	100.0%	247
African American	*	*
American Indian or Alaska Native	--	--
Asian	*	*
Filipino	*	*
Hispanic	86.2%	213
Two or More Races	*	*
Native Hawaiian or Pacific Islander	--	--
White	10.5%	26
English Learners	17.8%	44
Socioeconomically Disadvantaged	75.3%	186
Students with Disabilities	2.8%	7
Foster Youth	*	*
Homeless	5.7%	14



The total number of prepared students is used as the denominator to calculate the percentages in the above table and graphs.



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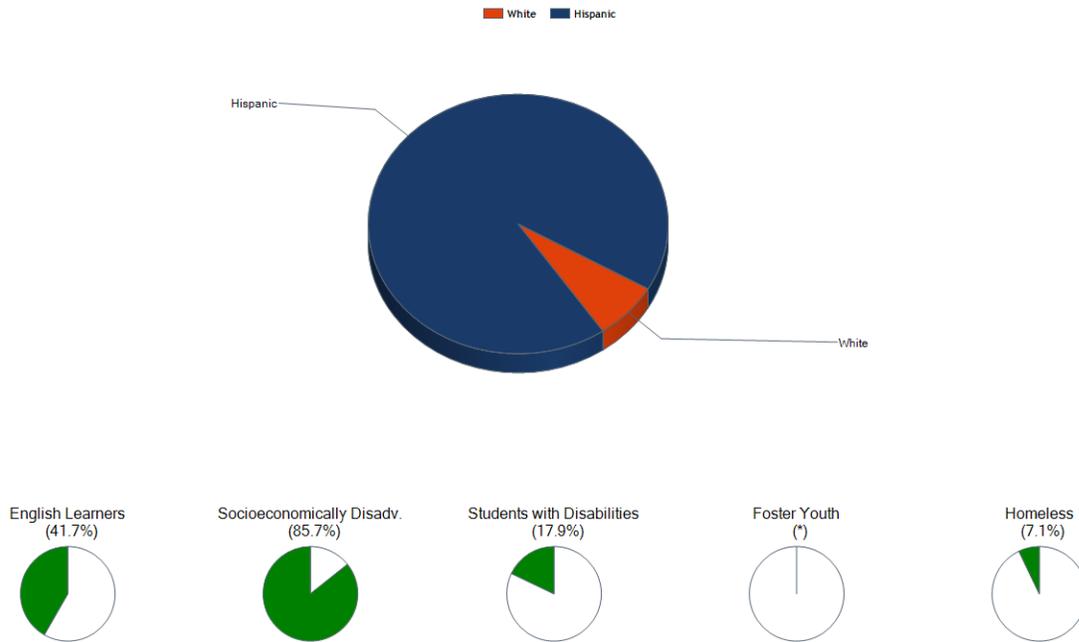
Measure	LEGEND for Percent Prepared				All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
	(0.1% - 25.0%) (L1)	(25.1% - 50.0%) (L2)	(50.1% - 75.0%) (L3)	(75.1% - 100%) (L4)														
CTE Pathway Completion	44.9% (111) (L2)	*	--	*	*	44.1% (94) (L2)	--	50.0% (13) (L2)	*	47.7% (21) (L2)	48.4% (90) (L2)	85.7% (6) (L4)	*	64.3% (9) (L3)				
Smarter Balanced Assessment	47.0% (116) (L2)	*	--	*	*	45.1% (96) (L2)	--	53.8% (14) (L3)	*	20.5% (9) (L1)	41.9% (78) (L2)	14.3% (1) (L1)	*	35.7% (5) (L2)				
College Credit Course	57.5% (142) (L3)	*	--	*	*	55.9% (119) (L3)	--	76.9% (20) (L4)	*	61.4% (27) (L3)	54.3% (101) (L3)	57.1% (4) (L3)	*	71.4% (10) (L3)				
Advanced Placement	17.4% (43) (L1)	*	--	*	*	16.0% (34) (L1)	--	23.1% (6) (L1)	*	6.8% (3) (L1)	11.8% (22) (L1)	0.0% (0) (L1)	*	7.1% (1) (L1)				
International Baccalaureate	0.0% (0) (L1)	*	--	*	*	0.0% (0) (L1)	--	0.0% (0) (L1)	*	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	*	0.0% (0) (L1)				
a-g Completion	66.8% (165) (L3)	*	--	*	*	64.3% (137) (L3)	--	80.8% (21) (L4)	*	50.0% (22) (L2)	61.8% (115) (L3)	42.9% (3) (L2)	*	42.9% (6) (L2)				
State Seal of Biliteracy	15.8% (39) (L1)	*	--	*	*	18.3% (39) (L1)	--	0.0% (0) (L1)	*	15.9% (7) (L1)	20.4% (38) (L1)	0.0% (0) (L1)	*	14.3% (2) (L1)				
Leadership/Military Science	0.0% (0) (L1)	*	--	*	*	0.0% (0) (L1)	--	0.0% (0) (L1)	*	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	*	0.0% (0) (L1)				

Number and Percent of Approaching Prepared Students in the Cohort by Race/Ethnicity and Program Participation

Student Group - Approaching Prepared	Percent Approaching Prepared	# Students Approaching Prepared
All Approaching Prepared Students	100.0%	84
African American	*	*
American Indian or Alaska Native	--	--
Asian	*	*
Filipino	*	*
Hispanic	92.9%	78
Two or More Races	*	*
Native Hawaiian or Pacific Islander	--	--
White	7.1%	6
English Learners	41.7%	35
Socioeconomically Disadvantaged	85.7%	72
Students with Disabilities	17.9%	15
Foster Youth	*	*
Homeless	7.1%	6



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The total number of approaching prepared students is used as the denominator to calculate the percentages in the above table and graphs.

LEGEND for Percent Approaching Prepared	(L1) (0.1% - 25.0%)	(L2) (25.1% - 50.0%)	(L3) (50.1% - 75.0%)	(L4) (75.1% - 100%)
---	------------------------	-------------------------	-------------------------	------------------------

Measure	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
CTE Pathway Completion	69.0% (58) (L3)	*	--	*	*	69.2% (54) (L3)	--	66.7% (4) (L3)	*	74.3% (26) (L3)	70.8% (51) (L3)	73.3% (11) (L3)	*	50.0% (3) (L2)
Smarter Balanced Assessment	21.4% (18) (L1)	*	--	*	*	21.8% (17) (L1)	--	16.7% (1) (L1)	*	14.3% (5) (L1)	23.6% (17) (L1)	6.7% (1) (L1)	*	33.3% (2) (L2)
College Credit Course	4.8% (4) (L1)	*	--	*	*	5.1% (4) (L1)	--	0.0% (0) (L1)	*	5.7% (2) (L1)	5.6% (4) (L1)	13.3% (2) (L1)	*	16.7% (1) (L1)
a-g Completion	9.5% (8) (L1)	*	--	*	*	9.0% (7) (L1)	--	16.7% (1) (L1)	*	8.6% (3) (L1)	5.6% (4) (L1)	6.7% (1) (L1)	*	16.7% (1) (L1)
Leadership/Military Science	0.0% (0) (L1)	*	--	*	*	0.0% (0) (L1)	--	0.0% (0) (L1)	*	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	*	0.0% (0) (L1)

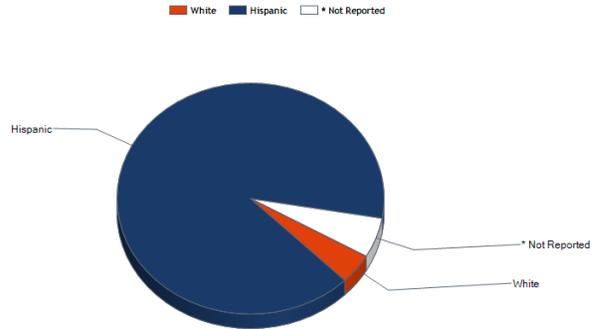
To calculate the percentages, the total number of approaching prepared students in each student group is used as the denominator (e.g., total number of English learners who met the CTE criteria divided by the total number of English learners who are approaching prepared).



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Number and Percent of Not Prepared Students In the Cohort by Race/Ethnicity and Program Participation

Student Group - Not Prepared	Percent Not Prepared	# Students Not Prepared
All Not Prepared Students	100.0%	71
African American	*	*
American Indian or Alaska Native	--	--
Asian	*	*
Filipino	*	*
Hispanic	90.1%	64
Two or More Races	*	*
Native Hawaiian or Pacific Islander	--	--
White	4.2%	3
English Learners	40.8%	29
Socioeconomically Disadvantaged	91.5%	65
Students with Disabilities	16.9%	12
Foster Youth	*	*
Homeless	15.5%	11



English Learners (40.8%)



Socioeconomically Disadv. (91.5%)



Students with Disabilities (16.9%)



Foster Youth (*)



Homeless (15.5%)



The total number of not prepared students is used as the denominator to calculate the percentages in the above table and graphs.



U: Graduation requirements

GRADUATION REQUIREMENTS AND A-G REQUIREMENTS

<p align="center">BRAWLEY UNION HIGH SCHOOL GRADUATION REQUIREMENTS</p> <p>COURSE COMPLETION (220 Credits) 4 years of English 2 years of Science (1 physical and 1 life) 2 years of Mathematics (Class of 2020-2021) 3 years of Mathematics (Class of 2022 & beyond) 2 years of Physical Education (1 year in 9th gr., other options may include PE courses, Sports PE, or participation in a sport.) 1 year of Fine Arts or Foreign Language 1 year of World Culture 1 year of U. S. History 1 year of Civics 80 credits of electives classes (Class of 2020-2021) 70 credits of electives classes (Class of 2022 & beyond)</p> <p>COMMUNITY SERVICE Students will focus on citizenship education and relationship between classroom work and community volunteerism by contributing 15 hours of community service. Community Service Forms can be found in the Counseling Center and on the school website Counseling Dept. tab, and should be turned into the Counselor of Record.</p> <p>2.0 GRADE POINT AVERAGE An overall GPA 2.0 will be required to graduate from B.U.H.S.</p> <p align="center">(H) = Honors Credit * = A-G Approval Pending</p> <p>Post-Secondary Options Include 4-Year University, Community College, Trade School, Military Service, Work Force See your counselor for any questions you have or help you need in planning for your post-secondary activities. www.universityofcalifornia.edu, www.calstate.edu, www.cccco.edu, www.californiacolleges.edu</p> <p>A complete list of courses can be found in the Counseling Handbook & Course Descriptions.</p> <p><small>COLLEGE & CAREER TECHNICAL EDUCATION – (EC 51229)</small></p>	<p>2019-2020 CLASSES THAT MEET UC/CSU A-G SUBJECT REQUIREMENTS AT BUHS</p> <p>A: History / Social Studies (2 Years Req.) World Cultures United States History AP US History (H) Civics (Regular, GATE/Honors) AP World History (H)</p> <p>B: English (4 Years Required) English 1 (Regular, GATE/Honors) English 2 (Regular, GATE/Honors) English 3, AP English Language ERWC, English 4, Applied Medical English AP English Literature Transitional English II</p> <p>C: Mathematics (3 Years Req; 4 Recommended) Integrated Math 1, 2, & 3; Intensified Math 1* Financial Algebra AP Statistics (H) & AP Calculus (H)</p> <p>D: Laboratory Science – 1 Year Life Science (L) and 1 Year Physical Science (P) (2 Years Required; 3 Years Recommended) Biology (L) Chemistry(P) Conceptual Physics (P)* Anatomy & Physiology CP (L) Physics (H) (P) Anatomy & Physiology - H (L) AP Environmental Science (H) (L) AP Biology (H) (L)</p> <p>E: Foreign Language (2 Yrs Req; 3 Yrs Rec) Beginning Spanish, Intermediate Spanish Spanish Grammar & Composition AP Spanish Language (H) Introduction to Spanish Literature (H) AP Spanish Literature (H)</p> <p>F: Visual & Performing Arts (1 Year Req) Art 1/2/3 Drama Graphic Design Marching Band, Jazz Ensemble, Chorus Music Appreciation</p> <p>G: College Prep Electives (1 Year Req) Medical Science and Terminology, Public & Community Health (PACH), Plant & Soil Science & Animal Science, Earth Science, Exploring Computer Science, AP Computer Science, Leadership, AP Psychology, Publications, Advanced Publications, Intro to Criminal Justice, Procedures in the Justice System, ROP Welding, Adv. Welding Fabrication</p>
--	--



V: Lists of school clubs and advisors

2019-2020	CLUB FOLDER SHARED	CATEGORY	BUHS Club List		Constitution	Budget	Member List	Oct. BM
<p>Hi! I have created a 2019-2020 folder for each club. In the folder, you will need to place an updated Constitution, Member List (must have at least 10 members) and Budget for 2019-2020 school year. When the folder is complete, please let me know so I may update the club completion list and I will share with Chris Velasco to be added to Board Meeting Agenda for approval and stipend. Folder Completion deadlines: Friday, September 27th for October Board Meeting. Club Rush will be Wednesday, October 9th. Thanks all!</p>								
1		CTE	Building Trades and Construction Club	Matt Smith	X	X	X	
2		CTE	Culinary Arts	Cathy Shank	X	X	X	
3		CTE	FFA	Michelle Taylor				
4		CTE	Graphic Design Skills Club USA	Jonathon Archer	X	X	X	
5		CTE	HOSA	Carole Meek	X	X	X	
6		CTE	NAMI (National Alliance on Mental Illness) CLUB	Carol Meek	X	X	X	
7		CTE	Tech Theatre	Jason Contreras	X	X	X	
8		CTE	Welding	Frank Cervantes				
9		ICOE	Business Club	Ms. Bresseas	X	X	X	
10		SERVIC E	CSF	Victor Martinez	X	X	X	
11		SERVIC E	Circle of Friends	Amanda Lyon	X	X	X	
12		SERVIC E	No One Eats Alone	Lizbeth Pirrie	X	X	X	
13		SERVIC E	The Village	Beth Carson and Angelica Ibarra	X	X	X	
14		SERVIC E	Key Club	Daniel Nunez	X	X	X	
15		SERVIC E	Interact Club	Israel Rico	X	X	X	



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16		STUDENT LED	Adventure Club	Martha Ocegüera and Adrian Sanchez	X	X	X	
17			African American Heritage Club	Dina Self/James Haley	X	X	X	
18			Anime Club	Israel Rico	X	X	X	10.07.19
19			American Sign Language	Martha Ocegüera	X	X	X	
20			Board Game Club	Sandra Ross	X	X	X	
21			Campus Life	Maryann Archer	X	X	X	
22			Chess Club	Daniel Nunez	X	X	X	

23			Civics Club	Jose Perez	X	X	X	
24			DVHS Rocketry Club	George Smith	X	X	X	
25			FCA (Fellowship of Christian Athletes)	Danielle Seeger	X	X	X	
26			FIFA Club	Jose Luis Barrera	X	X	X	
27			Flags	Metzly Ledón	X			
			Great Outdoors Club	Matt Smith	X	X	X	
28			GSA Club	Irene Grijalva	X	X	X	
29			History Club	Israel Rico	X	X	X	
30			Investment Club	Jose Perez	X	X	X	
31			Korean Pop (K Pop)	Issac Acosta	X	X	X	
32			Literary Society	Laura Mackenzie				
33			Mariachi Club	Octavio Alvarez	X	X	X	
34			BUHS Wrestling Managers	Cynthia Tamayo	X	X	X	
35			Math Club	Andy Magana	X	X	X	
36			Mexican American Club	Irene Grijalva	X	X	X	
37			Museum Club	Jose Perez	X	X	X	
38			Now Generation	Martha Ocegüera	X	X	X	
39			Pawsitivity Club	Gracie Tomboc	X	X	X	
40			Physics Club	Israel Ruiz	X	X	X	
41			RC Club	Danny Tomboc				



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42			Retro Gaming Club	Francisco Mendez	X	X	X
43			Rodeo Club	D'ann Luckey	X	X	X
44			Sport Fishing Club	Laura Mackenzie	X	X	X
45			Synchronized Swimming	D'Ann Luckey	X	X	X
46			Travel Club	Dina Self	X	X	X

47			Uno Club	Sandra Ross	X	X	X
48			Ultimate Club	Sarah Dion	X	X	X
49			Wild Side	Dina Self, Gracie Tomboc	X	X	X
50			Young Mens Club	Alejandro Castillo			
51		SPORTS	Baseball Club	Adrian Magana	X	X	X
52		SPORTS	Football Club	Dina Self	X	X	X
53		STIPEND	Drama	Jason Contreras	X	X	X
54		STIPEND	Folklorico	Martha Ocegüera	X	X	X
55		STIPEND	Dance Club	Esteban Corona			
56		STIPEND	Class of 2020	Diana Renteria, Danielle Seeger	X	X	X
57		STIPEND	Class of 2021	Gracie Tomboc, Dina Self	X	X	X
58		STIPEND	Class of 2022	D'Ann Luckey, Cathy Shank	X	X	X
59		STIPEND	Class of 2023	Jason Contreras and Laura Mackenzie	X	X	X



W: List of school sports

Sport	Boys	Girls
Baseball	Spring	
Basketball	Winter	Winter
Cheer	Fall/Winter/ Spring	Fall/Winter/ Spring
Cross Country	Fall	Fall
Football	Fall	
Golf	Spring	Fall
Soccer	Winter	Winter
Softball		Spring
Swimming	Spring	Spring
Tennis	Spring	Fall
Track	Spring	Spring
Volleyball		Fall
Wrestling	Winter	Winter